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ABSTRACT

The manual is intended as a course resource to help hearing secondary students learn to communicate with deaf peers or family members. The total communication approach is described and reasons for its use advanced. An introductory section explains the philosophy, general goals, and program objectives of the course. Ten lesson plans are then presented, many with readings, on the following topics: do's and don'ts for hearing persons, sound levels, city names, history of sign language, deaf education methods, limericks, organizations serving the deaf, numbers, the TTY (Teletypewriter Terminal), rehabilitation, and music activities. Each of the lesson plans includes a listing of objectives, rationale, teaching information, materials, review and practice procedures, motivating activities, instructional activities, culminating activities, evaluation, and assignment and follow-up ideas. (CL)

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**SIGN LANGUAGE:
A
COMMUNICATION
SYSTEM**

The University of the State of New York
THE STATE EDUCATION DEPARTMENT
Bureau of Curriculum Development
Albany, New York 12234

1983

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Sign language, it is clear, is far more than mystical hand waving. Its range and diversity permit humor and pun, song and poetry, whimsy and whispering... . The study of sign gives us insight into the structure of language and the universality of communication, but even more it attests to the richness of human intelligence and imagination.

(From U. Bellugi & E. Klima, "The roots of sign language in the sign talk of the deaf," *Psychology Today*, 1972, 6, June, 61-64, p. 76.)

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FOREWORD

Sign Language: A Communication System is designed to offer guidance in the design of an instructional program for hearing students who wish to communicate with their peers or with family members who are deaf. Authoritative sources of additional information have been included to aid teachers and administrators who wish to investigate further the area of total communication.

The term, "total communication," is a broad one and encompasses various modes including sign language and fingerspelling. In sign language, there is a gesture-concept relationship while Fingerspelling provides configurations for the twenty-six letters of the alphabet. Knowledge of fingerspelling and basic signs is essential to learning the more sophisticated mode of total communication. This guide provides a framework for acquisition and expression of fingerspelling and basic signs using, to the extent possible, the philosophy of total communication.

The Department wishes to acknowledge its gratitude for the contributions of the Advisory Committee:

Mary Lou Basile, Supervisor, National Technical Institute for the Deaf
Frank Caccamise, National Institute for the Deaf
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The committee provided recommendations for the philosophy, content and instructional methods and materials.

Draft materials of the philosophy, goals and program objectives were prepared by Frank Caccamise, Research Associate, Manual/Simultaneous Communication, National Technical Institute for the Deaf, Rochester and Mary Lou Basile, Supervisor of Instruction, National Technical Institute for the Deaf, Rochester. Sherri Bellucci, teacher of hearing handicapped, Rensselaer BOCES and John Barner, teacher of hearing impaired, Albany BOCES developed drafts of the lesson plans and Sister Virginia Young, St. Mary's School for the Deaf, Buffalo, New York, prepared the bibliography.

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The manuscript was prepared for publication with assistance from Janet M. Gilbert, formerly associate, Curriculum Development and by Ann W. Lamkins, associate, Curriculum Development.

OVERVIEW

Communication between persons with normal hearing and persons with hearing losses requires strategies different than those used among only hearing persons. These strategies include fingerspelling, pantomime, gestures, sign language, speech, and various combinations of these. The most effective communication occurs when these modes are used in combination. This approach is generally referred to as total communication.

This guide includes a statement of philosophy, a goal statement, and program activities. These are intended as guides for the development of a course of study in total communication which may be offered as an elective in the high school. The purpose of the course is to help hearing students develop skills in total communication which will enable them to communicate with peers, relatives and others who are deaf or hard-of-hearing. Teachers with an interest and some knowledge of total communication could develop sufficient proficiency to teach this course.

Learning sign language requires extensive practice and both teachers and students need to be realistic about their goals. By the end of the course, students should be able to recognize, recall, and produce a minimum of signs correctly and fluently. Fluency means a rhythmical flow at a reasonable rate and the use of facial and body expression. While there are no absolute standards for fluency, communication is obviously improved as students increase their fluency. Since there is no selected number of "minimum signs," those who plan the course content must make arbitrary decisions about vocabulary. It is suggested that the vocabulary selected meet the social purposes of the age group which takes the course.

The sample lesson plans provide a model for teaching and reinforcing the receptive and expressive skills for total communication. Each lesson plan contains the following components: Objectives, Rationale, Information for the Teacher, Materials, Review and Practice, Motivating Activity, Instructional Activity, Culminating Activity, and Evaluation and Reinforcement. The lessons are comprehensive and provide material for several instructional periods.

It should be noted that each lesson plan contains activities and materials related to both knowledge and skill objectives. As indicated in the program objectives, the student is expected to learn about deafness and the needs of deaf persons as well as acquire communicating skills. The lesson plans also contain background information for the teacher, ideas for instructional activities, and material for handouts to students.

In the beginning of the course, the teacher's primary responsibilities are to 1) slowly present the vocabulary, 2) structure practice activities which provide the practice for skills and vocabulary, 3) evaluate students' progress and 4) provide encouragement. Gradually, as students acquire vocabulary and expressive-receptive skills, they will experience personal control of sign language as a means for communication. As they learn to generate their own language, they should also take more responsibility for their own practice. Thus, toward the conclusion of the course, the teacher's role is primarily evaluation and encouragement.

Every instructional period should include the following components:

- Review and practice of skills previously presented.
- Presentation of new skills and information.
- Practice of new skills and integration of the new skills with those previously acquired.
- Evaluation and reinforcement.
- Praise and encouragement.

New vocabulary should be presented in context to the class. Then it should be presented in various other contexts and practiced on a group basis as the teacher reinforces students' successful efforts. Evaluation during the large group activity is particularly important in order to avoid the formation of bad habits. Group practice should be long enough to establish the features of the vocabulary and to point out problems and errors. Thus, at the beginning of the lesson, the introduction is mainly between the teacher and the student. Gradually, as the students interact more with each other, they must be aware of each others mistakes and correct errors themselves.

It is important that students demonstrate comfort with each new skill before progressing to the next. The teacher needs to systematically introduce small bits of material and provide many opportunities for practice. Students may benefit from brief explanations of historical origins of signs or memory cues. Also, as in any language, it is not easy to sort out the many ways sign language mechanisms mark plurality, tense, or sentence constructions. Timely summaries of linguistic features will help students generalize to other communication situations.

To provide skills, the teacher should guide students through activities designed for reinforcement. Variety in the practice activities is a necessary condition for learning. The lesson plans in this guide contain a variety of examples and the teacher will think of many more. Students at the middle and high school levels particularly enjoy practicing when contemporary songs are used. They also like poems, riddles and game-type activities in addition to question-answer conversational type activities.

While the teacher has the major responsibility for evaluation of the expressive-receptive skills, vocabulary acquisition and fingerspelling, both teachers and students need to constantly monitor the practice activities. Students should be reminded that there are characteristics of good communication which transcend the mode being used. They are simply good techniques such as making sure the sign is clear, adapting the sign when the receiver and situation demand it, avoiding communication breakdowns and trying other means when one aspect of total communication seems to break down. Emphasis on application of skills in simulated and real situations will give students a needed feeling of success and this in turn builds positive attitudes.

Evaluation should be informal during practice sessions and encouraging in nature. Students with an inhibition toward bodily expression need much positive reinforcement. When mastery is not achieved, the teacher should provide means for additional practice so that the student satisfactorily acquires each skill.

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PHILOSOPHY

Respect for differences among individuals is a basic value which is encouraged among all Americans. Respect for differences in the area of language and communication is critical since attitudes toward how a person communicates can have significant impact on one's personal and social development. Development of as many languages and communication modalities as possible is to be encouraged in order to increase the opportunities for interaction among individuals. The present need for communication among deaf, hard-of-hearing, and hearing persons suggests that total communication be taught in our schools.

GENERAL GOAL STATEMENT

The broad goal of a course of study in total communication is the improvement of the quality and quantity of effective communication among deaf, hard-of-hearing, and hearing persons. The course of study is intended to assist hearing students in the development of the knowledge, attitudes, and skills needed to achieve effective communication with the deaf and hard-of-hearing.

PROGRAM OBJECTIVES

The student will:

Develop awareness of:

- the communication problems encountered by deaf persons
- the local deaf community
- the significance of signs in our culture

Increase his/her knowledge of:

- the physical aspects of deafness
- the social aspects of deafness
- communication systems used by deaf persons
- possible careers

Acquire a basic knowledge of:

- the alphabet and numbers 1-100
- conversational vocabulary

Develop receptive and expressive communication skills:

- pantomime
- fingerspelling
- manually coded English
- total communication

Apply communication skills in the school and community with:

- deaf and hard-of-hearing peers
- others in the community who may be deaf or hard-of-hearing

LESSON 1

OBJECTIVES



- (1) Students will become aware that facial expressions, body language, hand signals, gestures, and mime are ways to communicate.

- (2) Students will begin to learn the manual alphabet.

RATIONALE



A basic need for each of us is to be understood and accepted as individuals. Understanding and acceptance is conveyed by communication; the ability to send and receive thoughts. For most of us, oral language is a primary means of communicating. There are many other useful ways, however, of expressing ideas.

INFORMATION FOR THE TEACHER



Total communication is a term which includes any and all means used to communicate with the deaf. The basic premise is that every and all means of communication should be used with deaf children from infancy. No particular method or system is omitted or stressed. The deaf student is exposed to natural gestures, Ameslan, fingerspelling, facial expression and body language, and speech reading, all accompanied simultaneously with speech. The idea is to use any means that works to convey vocabulary, language, and concepts to the deaf person.



The total communication philosophy holds that every deaf child should have the opportunity to develop and use any residual hearing through use of hearing aids.

For additional information about total communication check the bibliography for articles.

MATERIALS FOR STUDENTS



- "Do's and Don'ts for Hearing Persons" p. 26.
- "Manual Alphabet Chart" p. 27.
- "Hearing Loss: Ways to Avoid It - Or Live With It" Interview with Raymond E. Jordan, p. 31.
- "Signs Used in Math, Science and Chemistry" p. 34.

REVIEW AND PRACTICE

None for this Initial Lesson

MOTIVATING ACTIVITY

Brainstorm: Have students think of the different symbols used for communication throughout history as well as today. Discuss the symbols. Write the students' suggestions on the chalkboard. The list would probably look something like this:

hieroglyphics	Statue of Liberty	body language
gestures	flags	mime
picture writing (found in caves)	crosses	blazing a trail rock markers
smoke signals	music and math notations	Paul Revere's lanterns
touch	drums and bugles, tones, whistles, bells	Rosetta stone
coats of arms		
Scotch plaids	Native American signs	the alphabet(s)



INSTRUCTIONAL ACTIVITY

Categorize: Have students group the contents of the list on the chalkboard. One set of categories could be: oral, written, visual, physical movement, concrete objects.

Compare: What are the advantages and disadvantages of one form over another? What makes one more difficult to learn? Discuss the ambiguity of words and symbols and the difficulty of communicating precisely in any language.

Discuss: How do deaf persons communicate among themselves and with hearing persons?

Demonstrate: Sign the alphabet for the students. Tell students how to position the signing hand and arms. (See handout "Do's and Don'ts for Hearing Persons" p. 26.)

Practice: Give each student a copy of the "Manual Alphabet Chart" p.27. Have the students work in pairs to find the symbols to spell their first names and practice fingerspelling their names. Have students say their own name and fingerspell simultaneously.

CULMINATING ACTIVITY

Ask a few students to fingerspell their names for the class. Review the "Do's and Don'ts." Discuss the terms *expressive* and *receptive*.





EVALUATION

Discuss the existing seating arrangement and the problems it would present to a deaf person. Plan for a suitable arrangement for the class that would accommodate the needs of deaf or hard-of-hearing persons.



ASSIGNMENT AND FOLLOW-UP ACTIVITIES

- (1) Ask students to look for additional examples of signs or symbols used by the general public.
- (2) Ask students to read the handout "Hearing Loss: Ways to Avoid It—Or Live With It." Interview with Raymond E. Jordan p. 31.
- (3) Ask students to complete the worksheet "Signs Used in Math, Science and Chemistry" p. 34.

Answers to "Signs Used in Math, Science and Chemistry."

+	plus
-	minus
=	equal
%	percent
#	number
√	square root
	single bond
±	plus or minus
<	less than
°	degree
Φ	magnetic flux

÷	divided by
Σ	summation of
>	greater than
×	multiply by
≈	perspective to
≡	identical with
α	variation
∫	integral
::	proportion; as
γ	conductivity
π	pi

$$\sqrt{\phi} = \sum_{k=0}^n (A_k \cos k\psi + B_k \sin k\psi)$$

$$\frac{e}{\omega} = \frac{1}{\sqrt{\left[1 - \left(\frac{f}{f_M}\right)^2 + \frac{C_M}{c}\right]^2 + \left[\frac{r}{X_{CM}}\right]^2}}$$



Lesson 2

OBJECTIVES

- (1) Students will gain increased understanding of what it is like to be deaf.
- (2) Students will become aware of noise pollution and its possible effects on their own lives.
- (3) Students will increase proficiency and confidence in fingerspelling.



RATIONALE

The United States has a population of slightly more than 200,000,000. There are approximately 13,500,000 hearing impaired and nearly 2,000,000 deaf. In New York State, there are over 1,000,000 hearing impaired and 125,000 deaf.

Students need to know that, while they may hear all right, their hearing may become impaired by improper exposure to sounds.



INFORMATION FOR THE TEACHER

The information in Table 1 on the following page is useful in understanding the relation of the amount of hearing loss to efficiency of communication.

MATERIALS FOR STUDENTS

- "Fingerspelling Practice Sheet" p. 35.
- "Sound Levels in Decibels Taken at the Distance You Usually Hear Them" p. 37.
- "The Deaf Subculture" p. 38.
- "Proofreading Exercise" p. 41



REVIEW AND PRACTICE

Sign "My name is ____." "What is your name?"
Practice with students.

MOTIVATING ACTIVITY

Provide a simulation experience such as the following for students: Play very softly a record or tape of a speech for three minutes and ask students to take notes.

"Talk" to a student, but only move your lips.



Play a television set, video tape or film without the sound and tell students they are expected to understand what is happening.

After a simulation activity, have students write about their feelings when they cannot hear. Collect their unsigned papers for discussion during the next class.

Discussion: Ask students if they know anyone who is deaf or hearing impaired. Discuss the ways in which they communicate.

INSTRUCTIONAL ACTIVITIES

Review handout "Do's and Don'ts for Hearing Persons."

Review signing "What is your name?" and "My name is _____."

Practice with students. Have students practice in pairs.

Hand out the "Fingerspelling Practice Sheet."
Practice a few lines with students.

Table 1.—Relation of Amount of Hearing Loss to Communicative Efficiency*

Group	Amount of Hearing Loss	Effect
1	Less than 30 db	May have difficulty hearing faint or distant speech. Is likely to "get along" in school and at work requiring listening.
2	30 to 45 db	Understands conversational speech at 3 to 5 ft without too much difficulty. May have difficulty if talker's voice is faint or if face is not visible.
3	45 to 60 db	Conversational speech must be loud to be understood. Considerable difficulty in group and classroom discussion and perhaps in telephone conversation.
4	60 to 80 db	May hear voice about a foot away. May identify environmental noises and may distinguish vowels, but consonants are difficult to perceive.
5	More than 80 db	May hear only loud sounds.

*Adapted from Silverman



CULMINATING ACTIVITY

Show and discuss signs collected as suggested in previous assignment. Encourage students to keep looking for examples.

Discuss the handouts "Sound Levels in Decibels Taken at the Distance You Usually Hear Them" and "Hearing Loss: Ways to Avoid It Or Live With It."

EVALUATION

Teacher should note:

- (1) Physical placement of students' hands as suggested in "Do's and Don'ts for Hearing Persons."
- (2) Students' ability to speak whole words and sign simultaneously (expressive skills).
- (3) Students' attention to others' signing and fingerspelling (receptive skills).

ASSIGNMENT AND FOLLOW-UP ACTIVITY

Distribute copies of "The Deaf Subculture" by Kathryn P. Meadow, p. 38 and the "Proofreading Exercise," p. 42.

Practice fingerspelling.



Lesson 3

ARM SIGNALS FOR SPEEDBALL OFFICIALS

OBJECTIVES

- (1) Students will increase awareness of the wide use of visuals and hand signs by hearing persons.
- (2) Students will become aware of the variant signs used for some words and concepts.
- (3) Students will become aware of the deaf subculture.
- (4) Students will gain proficiency and confidence in fingerspelling.



RATIONALE

Even in this day, people are still dependent on non-verbal means of communication, as in sports. Television has increased public awareness of nonverbal communication through sports specials where officials use arm signals.



INFORMATION FOR THE TEACHER

Obtain umpire and coaching signs from the director of athletics in your school.

Obtain television and filmmaking signals from the school's audiovisual or television specialist or a drama coach.

The article "A Philosophical Foundation for Total Communication," p. 43 is for the teacher's use only. It provides additional background for the concept of total communication.



Manual Alphabet is consistent nationwide while signs are neither consistent nationally nor within the State. For instance, *mother* may be signed in at least three different ways. There are at least two signs for is and yesterday.

MATERIALS FOR STUDENTS

None for this lesson.

REVIEW AND PRACTICE

Sign for students "My name is _____. What is your name?"

Take the class roll by having each student sign his/her name as remaining students practice receptive skills.





Touchdown or Field Goal 2 Points

MOTIVATING ACTIVITY

Demonstrate signs used by umpires of various sports events. Who learns to understand them? Why are they necessary? What is communicated by each? Are they consistent? Will you see the same ones in Boston and San Francisco? That is, do all baseball umpires in the United States and around the world use the same signs? Are those used for football the same as in baseball or hockey? Why? Why not?



Drop Kick 3 Points

Relate the use of hand signs to total communication and fingerspelling. Point out that fingerspelling is fairly consistent while many words and phrases have distinctly different signs as indicated in the Information for the Teacher section.

INSTRUCTIONAL ACTIVITY

Demonstrate a few words which have two or more signs.

Continue to refine and practice fingerspelling in a large group activity, using the "Fingerspelling Practice Sheet."



Free Throw (Throwing Motion)

Have students practice "Good morning. How are you." Have students respond to greetings using facial expressions, i.e., by smiling, having a sad or grouchy look, and indicating a headache or other body pain. Demonstrate the signs for these expressions, pointing out that the signs are often closely related to pantomime.

CULMINATING ACTIVITY

Discuss the feelings students had during the simulation of deafness provided in the previous lesson.

Discuss the article "The Deaf Subculture."

Create a display or collage of signs used for communication purposes by the society at large.



Free Kick

EVALUATION

The teacher should observe students' reactions to the use of facial expressions. Some people feel ill at ease when using facial expressions with signing and need encouragement.

ASSIGNMENT AND FOLLOW-UP ACTIVITY

The teacher should read the article "A Philosophical Foundation for Total Communication" p. 43 and be prepared to discuss the concept of total communication with students.



Line Violation

Lesson 4

OBJECTIVES

- (1) Students will use pantomime as a form of communication.
- (2) Students will practice expressive and receptive skills of fingerspelling.
- (3) Students will increase their knowledge of the term "total communication."

RATIONALE

Some signs can be "acted out" or pantomimed. Pantomime is an old dramatic form which is used as a format for some television shows and as a basis for comedy scenes. Since it requires facial and bodily expression, some students may feel ill at ease using it. Such reluctance may disappear with practice.

INFORMATION FOR THE TEACHER

"Signs for Pantomime" p. 45 and "List of Cities" p. 46

Emmet Kelly (Ringling Bro. Circus), Laurel and Hardy, Abbott and Costello, Charlie Chaplin and Marcel Marceau are examples of well-known personalities who use mime. It may be possible to show one of their films.

MATERIALS FOR STUDENTS

Dictionary definitions of mime and pantomime.

REVIEW AND PRACTICE

Fingerspell various towns or cities in the local area and ask students to name them. Sign "My name is _____. I live in _____. Where do you live?"

Ask students to respond individually.

Have students work in pairs using the list of different cities. Students should also practice receptive and expressive skills using the "Fingerspelling Practice Sheet."



INSTRUCTIONAL ACTIVITY

Discuss the role of pantomime in total communication.

Discuss the dictionary definitions of mime and pantomime, and the characteristics of these communication forms.



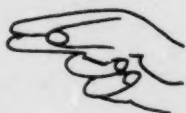
Give students the handout "Signs for Pantomime" p.45 and ask them how they would pantomime the words on the list. If they have trouble show them the sign and talk about the representation.

CULMINATING ACTIVITY

Use a movie such as "Sing a Sign," available from the New York Telephone Company.

EVALUATION

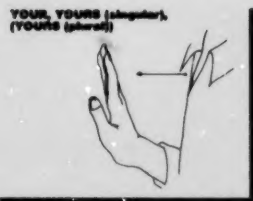
Ask students to number a sheet of paper from 1-10. The teacher should fingerspell different phonetic combinations from the handout and ask students to write the word.



Correct papers together for reinforcement.

ASSIGNMENT AND FOLLOW-UP ACTIVITY

Have the students read the handout by Louis Fant, Jr., "Ameslan" p. 47.

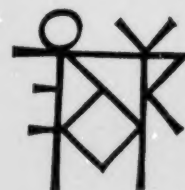


Lesson 5

Stonemasons' signs

OBJECTIVES

- (1) Students will become aware of the history of sign language.
- (2) Students will increase their vocabulary.
- (3) Students will practice the use of mime.
- (4) Students will become aware of various methodologies for educating the deaf.



RATIONALE

Educators and those who comprise the deaf community are not always in agreement about the "best" way to develop communication skills. Formalized instruction in sign was begun early in the history of our country.

INFORMATION FOR THE TEACHER

- "A Brief History of Sign Language" p. 51
- "Methodologies for Educating the Deaf" p. 52

MATERIALS FOR STUDENTS

- "Mime Signs" p. 55

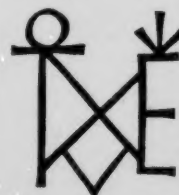
REVIEW AND PRACTICE

- Use the "Fingerspelling Practice Sheet."

MOTIVATING ACTIVITY

Provide examples of signs that can be pantomimed and ask students to identify them. Use words for miming that are easily understood such as:

smoke	sad	eat
drink	taste	run
carry	smell	stop
heavy	on	brother
please	more	free



INSTRUCTIONAL ACTIVITY

Give students the handout, "Mime Signs," p. 55, and ask them to work in pairs for practice.

CULMINATING ACTIVITY

Ask to class two or three students or teachers who have no experience with signing, and "test" their ability to interpret mime signs.



EVALUATION

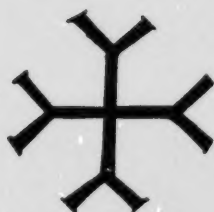
The teacher should present the following "riddles" in total communication and ask the students to write the answers on a sheet of paper. Since this is an informal evaluation, go through each riddle a second time and ask students to sign the answers.



I'm metal.
I come in colors.
I open and close doors.
Don't lose me.
Answer: KEY



I am made in different shapes.
I can be cheap; and I can be expensive.
I have two hands.
Answer: WATCH



I have big strong teeth.
I work with my fat, flat, rough tail.
Trees hate me because I bite them and they fall down.
People blame me for plugging up rivers.
Answer: BEAVER



People sometimes go to sleep with me.
I like to be paged.
My leaves are usually white with black.
I am black and white and read all over.
Answer: BOOK

I am white.
I am round and small.
I am in stitches all the time.
Bats hit me.
Answer: BASEBALL

ASSIGNMENT AND FOLLOW-UP ACTIVITY

Ask each student to prepare a riddle for the next class.

These were signs by which journeyman stonemasons in the Middle Ages distinguished their finished work. They are to be found carved on many German cathedrals and other mediaeval buildings.

Lesson 6

OBJECTIVES

- (1) Students will practice total communication.
- (2) Students will acquire additional signs.
- (3) Students will practice expressive and receptive skills.
- (4) Students will become aware of the grammatical structure used for Ameslan.



RATIONALE

By now, students have had some experience with the major aspects of total communication. Total communication is defined as the use of the full spectrum of language modes: gestures, sign language, speech, speech reading, finger-spelling, reading and writing. It is a time-consuming process to learn any language and acquisition of the receptive and expressive skills of total communication is no exception. Students should expect to spend a lot of time practicing.



INFORMATION FOR THE TEACHER

If videotaping equipment is available, it may be possible to tape a television game show which depends on pantomime and use it in class.

Limericks are available from a variety of sources. The handout provided is only a sampling.

MATERIALS FOR STUDENTS

"Limericks" p.56

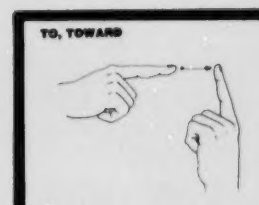
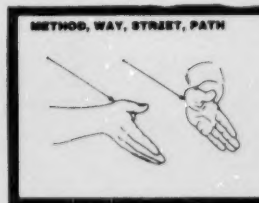
Several basic sign language texts should be available for the students.

REVIEW AND PRACTICE

Students should work in pairs, asking each other the answers to the riddles they made up, as assigned.

The teacher should provide a demonstration using total communication to convey a limerick. The students will practice their receptive skills.

The content of the handout "Ameslan" should be discussed.



INSTRUCTIONAL ACTIVITY



Discuss the limericks with the entire class. Then divide the class into groups of four or five. Give each group a limerick to act out together. Have students find in their textbooks signs which cannot be pantomimed. As the students prepare their pantomimes, discuss the structure of Ameslan and help them make the transition from the grammar of the limerick to pantomime.

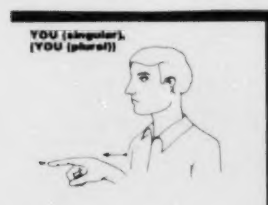
CULMINATING ACTIVITY



Have each group sign, fingerspell and pantomime its limerick. The other groups will work at receptive skills to identify the limerick.

EVALUATION

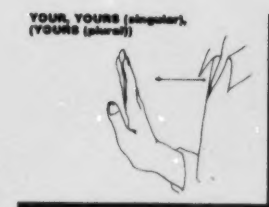
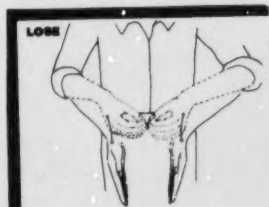
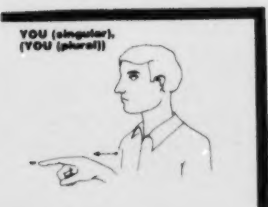
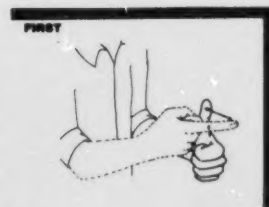
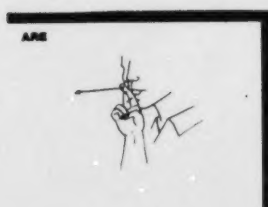
The teacher should carefully observe students' use of sign and pantomime. Use a lot of encouragement and praise while insisting on accuracy.



Ask students to number a sheet of paper from 1 to 10. The teacher should use a combination of fingerspelling, sign and mime to communicate sentences. Correct the papers together.

ASSIGNMENT AND FOLLOW-UP ACTIVITY

Identify television game shows which depend on pantomime and urge students to watch them. Students should be aware of the characteristics of pantomime.



Lesson 7



OBJECTIVES

- (1) Students will become aware of organizations serving the deaf.
- (2) Students will practice total communication skills.



RATIONALE

The concept of total communication involves use of a variety of communication means. Students must learn to attend to the hands and facial and body expression.

INFORMATION FOR THE TEACHER

Handout: "Organizations Serving the Deaf" p. 57

MATERIALS FOR STUDENTS

Masking tape, index cards with names of famous people.



REVIEW AND PRACTICE

Use the "Fingerspelling Practice Sheet" for practice in a large group and in pairs.



MOTIVATING ACTIVITY

Have a student help demonstrate the activity. Tape a card to the student's back with the name of a famous person. Sign, "Who am I?" The students must ask questions until he or she guesses whose name is on the card. "Am I _____?" The other student responds. Both should use a combination of fingerspelling, sign and mime.



INSTRUCTIONAL ACTIVITY

Pass out cards to everyone and have each student select a famous "person" and write the name on the card. Tape the card on the partner's back. Make sure partners do not see each other's cards. Both the student who is asking questions to find out the name on the card and the student who responds should use fingerspelling, sign and mime.

MICKEY MOUSE

3 X 5 card

The following names are examples:

President Lincoln	Ronald McDonald
President Carter	Mozart
Joe Namath	Mickey Mouse
Christopher Columbus	Santa Claus
Snoopy	Bob Hope
Peter Rabbit	Johnny Carson
Captain Kangaroo	Charlie Brown
John F. Kennedy	Linus
Governor Cuomo	Lucille Ball
Carol Burnett	Phyllis Diller
Muhammad Ali	Donald Duck

CULMINATING ACTIVITY

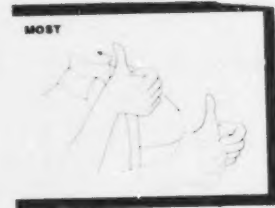
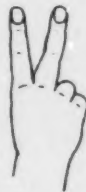
The teacher should choose a famous "person" and have students ask questions. Questions should be answered by the teacher, using total communication.

EVALUATION

Teacher observation, correction, praise and encouragement.

ASSIGNMENT AND FOLLOW-UP ACTIVITY

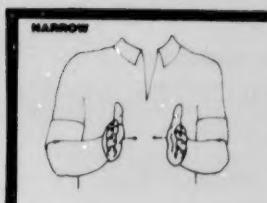
Ask students to identify organizations in the local community which serve the deaf community.



Lesson 8

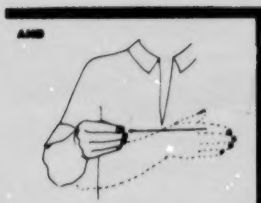
OBJECTIVES

- (1) The student will become aware of the local deaf community.
- (2) The student will learn to sign from 0-20.
- (3) The student will practice expressive and receptive skills in an emergency situation.



RATIONALE

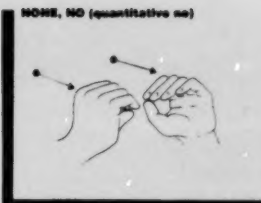
Most deaf individuals belong to a subcultural group which has its own churches, clubs, newspapers and sporting events. Although deaf individuals have frequent encounters with the "hearing world" it is possible for a hearing person to go through life without ever encountering the "deaf world." Such a lack of interpersonal contact tends to make hearing persons ignorant of the lives of the deaf.



INFORMATION FOR THE TEACHER

The following definition of "Deaf Community" is from the *Deaf Awareness Brochure*, National Registry of Interpreters for the Deaf, Inc., Washington, D.C., 1977, p. 4.

"Where the term formerly referred to deaf people and their social, religious, and athletic activities, it now encompasses a vastly different and enlarged segment of the general public. Today the 'Deaf Community' includes deaf citizens, audiologists, educators, rehabilitation counselors, ministers, psychologists, social workers, interpreters, other professionals in various disciplines, parents with deaf children, brothers and sisters of deaf people, children with deaf parents and members of the general public who are anxious to help overcome the loneliness of deafness."



The teacher will need to identify members, organizations, and events of the local deaf community and provide such information for the class. Information sources might include the BOCES, Social Service Agencies, and New York State Vocational Rehabilitation Center.

If local television provides interpreters for any programs, the teacher should call and get the interpreter's name. This person may be able to provide additional information.

MATERIALS FOR STUDENTS

"Numbers 1-100" p. 59

REVIEW AND PRACTICE

Take roll by fingerspelling at a normal speed the names of students in the class. Ask each student to respond when his/her name is given.

MOTIVATING ACTIVITY

The teacher might sign some current news items for practice with receptive skills.



INSTRUCTIONAL ACTIVITY

Introduce the numbers 0-20 for practice in a large group. Then have students work in pairs and sign sentences using numbers in some way. The following are examples; students can make up their own.

"Where do you live?" "I live at (street, town or city)."

"What is your telephone number?"

"How many pages do we have to read?"

"How far is it to California?"

"How many days will we have for vacation?"



CULMINATING ACTIVITY

Discussion: What constitutes the deaf community in our geographical area? What services are available to them? What activities do they engage in?

If possible, involve a member of the deaf community in the discussion.



EVALUATION

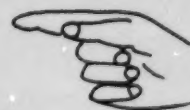
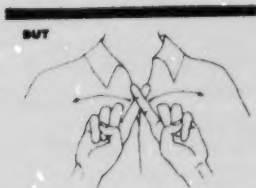
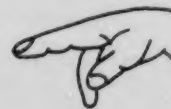
Select particularly capable students who are also somewhat extroverted. Plan a series of scenes in which each student will be a deaf person in an emergency situation. The situations could be fire, auto accident, robbery, being lost, losing bus fare and needing a ride, etc. The rest of the class must interpret the situation and one member must come forward to offer help.



ASSIGNMENT AND FOLLOW-UP ACTIVITY

Watch a television evening newscast or religious service which uses sign language.

Prepare a single headline for presentation in class using total communication.



Lesson 9

OBJECTIVES

- (1) Students will increase their ability to communicate using idiomatic expressions.
- (2) Students will become aware of means developed to help deaf persons communicate.



RATIONALE

An idiom is an accepted phrase that differs from the usual construction of the language. An idiom often cannot be analyzed grammatically. An example is "Look up an old friend" or "You're on the ball!" Idioms are usually particular phrases which are learned as separate items. They are easily learned in our language, but present problems for the deaf.

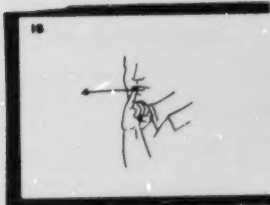
Study of sign language idioms is necessary if one is to understand average, informal conversations among the deaf and to develop a useful and practical tool for efficient and effective communication with the deaf in general.

INFORMATION FOR THE TEACHER

Sign language idioms rarely fit into or resemble accepted patterns of English and must be, in effect, translated to make sense in English. The student should remember that the language of signs is an altogether different language, completely independent of English as a language although it is possible for one to sign and fingerspell in pure English syntax.

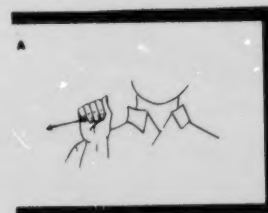
Sign language contains many expressions that could be classified as "sign language idioms." These expressions are commonly used in informal, everyday conversations among deaf people everywhere in the country. They are idiomatic in meaning in the same way as are idioms in English or any other language. These signs evolved from various origins and have been carried down by sign language users until they have become accepted "patterns of the language."

In learning to converse freely with the deaf in informal situations in general, and, more particularly with those deaf persons with minimal language skills, a working knowledge of the most frequently used sign idioms and colloquialisms is essential. This is especially true if there is to be adequate comprehension of what the deaf say and of what they are talking about at any particular time. It should be understood that



many of these expressions in signs are rarely used in formal conversations, i.e., in speeches, in teaching, in lecturing, or in interpreting.

The student should not forget that much use of gesture and facial expression is vital to colloquial expression in sign language because the slightest change gives an entirely new meaning to the idiom.



MATERIALS FOR STUDENTS

"The TTY-A Key to Information for the Deaf" p. 61. "Rehabilitation for Irreversible Deafness" p. 62. "Conversation Starters" p. 64.

MOTIVATING ACTIVITY

The teacher will need to demonstrate the "translation" of idioms such as the following:

"If we race, I'll beat you by a long shot!"

"You-me race, me gone (zoom) finish!"

"All our planning has gone down the drain!" or

"Plan, plan, wrecked finish!"

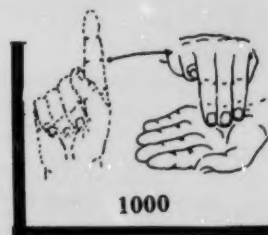
"Our (my) plans are all fouled up now!"

"My car is a wreck."

"My car is finished."

"Cut it out!"

Pantomime clipping a pair of scissors.



INSTRUCTIONAL ACTIVITY

Students should "translate" a list of idioms such as the ones below and then practice signing them for each other.

Do you think it will rain today?

I was flabbergasted when my electric bill came.

I can't go—I'm broke!

I jogged and now I'm beat!

Cut out that nonsense!

When he said that, I blew my top!

John raised the devil in class!

He's such a bird-brain.

She got excited and lost her head.



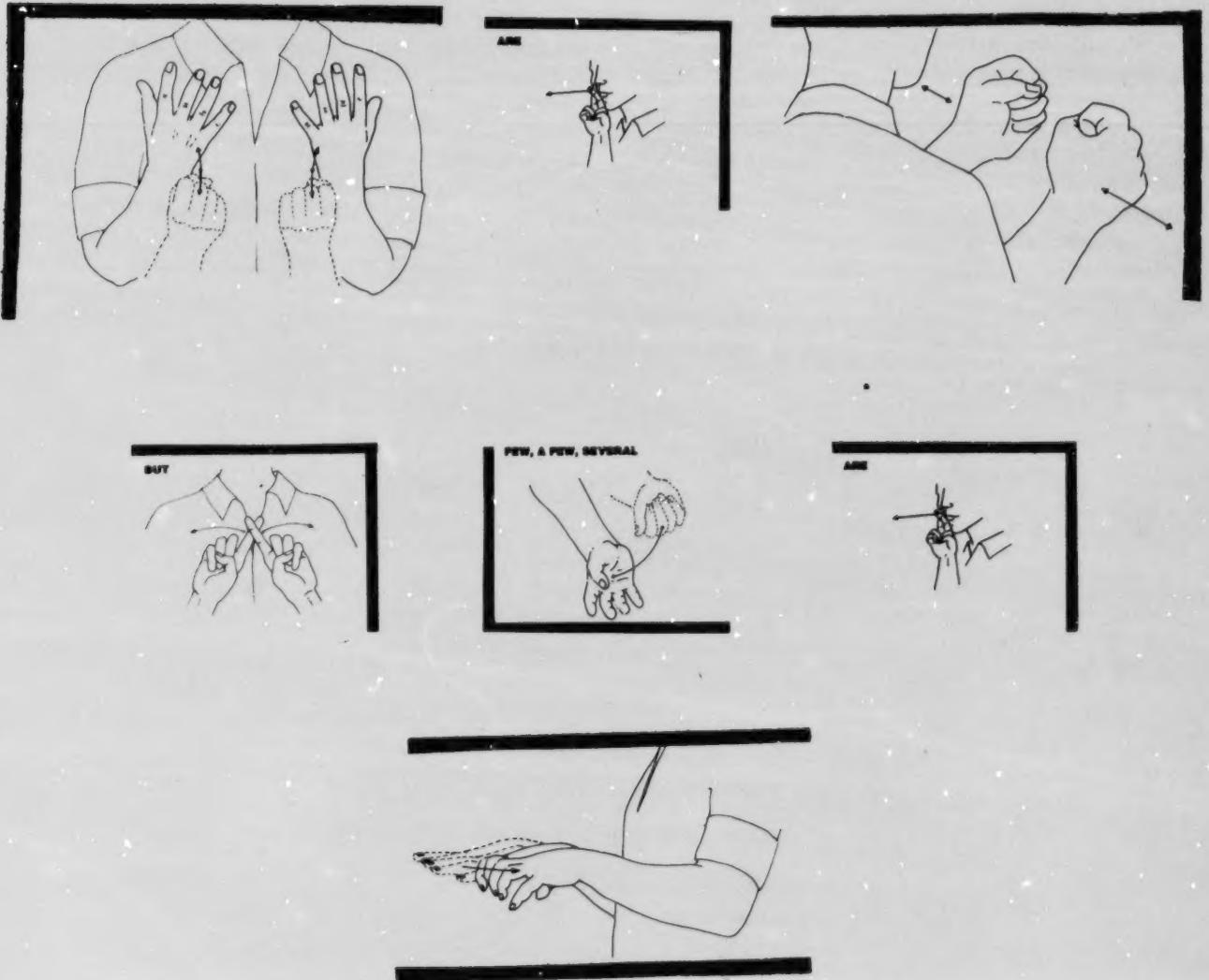
ASSIGNMENT AND FOLLOW-UP ACTIVITY

Ask students to make a record of the idioms they hear over the next few days and be ready to translate them in class.

EVALUATION

Ask pairs of students to role play for the rest of the class a typical school-related conversation between a hearing student who has learned some sign language skills and a deaf peer who is a newcomer to the school. The handout "Conversation Starters" might be helpful for this exercise.

Students as well as the teacher should note problems and make suggestions for increased communication.



Lesson 10

OBJECTIVES

- (1) Students will practice the receptive and expressive skills of total communication.
- (2) Students will increase their skills of transposing.

RATIONALE

In signing songs, the deaf sign the ideas and at the same time attempt to preserve the beauty and rhythm of the music. Words like "the" are usually omitted. With words which have no sign, substitutions which retain the meaning as closely as possible are used.

In many deaf communities, people form groups for the express purpose of singing. Sometimes, they perform for the public.

INFORMATION FOR THE TEACHER

"Area Musical for Deaf is 'Poetry in Motion'" p. 65.

Students might enjoy a local performance by deaf persons. The teacher should explore this possibility.

MATERIALS FOR STUDENTS

"Songs for Signers " p. 67.

Records or tapes of the songs on "Songs for Signers."

MOTIVATING ACTIVITY

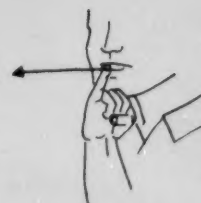
Have the students stand and say "The Pledge of Allegiance" as the teacher signs it. Explain the interpretation as shown below and have the students practice signing it with the teacher.

*I pledge allegiance to the flag of the
I promise to support the flag of the*

*United States of America and to the republic
United States of America and to the nation*

*for which it stands, one nation under God,
for which it represents, one nation under God,*

*indivisible with liberty and justice for all.
not separated with freedom and justice for all.*



INSTRUCTIONAL ACTIVITY

Give the students copies of "Songs for Signers" and discuss the interpretations. Play the tape or record and sing along with it. The teacher should demonstrate the fluency and beauty of "sign along singing."

CULMINATING ACTIVITY

Provide two students with a copy of a scenario such as the following and have them demonstrate a typical conversation:

Student One: How did you do on the test?

Student Two: Good. How about you?

Student One: Awful. Did you study for it?

Student Two: Not really.

Student One: Is there a make-up?

Student Two: Yes. I'll help you study for it if you'd like?

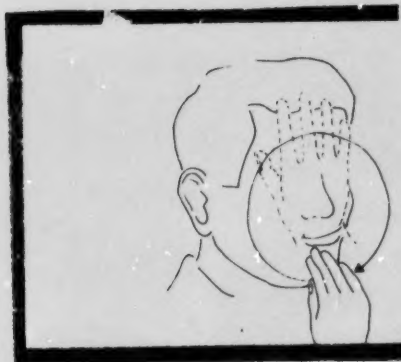
EVALUATION

Encourage students to apply all aspects of total communication.

ASSIGNMENT AND FOLLOW-UP ACTIVITY

Ask students to bring in records or tapes of their favorite songs and the words, written out. Use these in other class sessions.

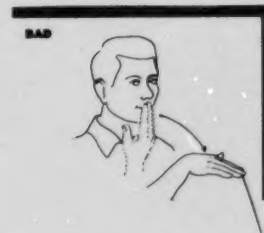
Give students a copy of "Scenario Starters" p. 68 and ask each of them to design one of their own. The teacher will collect and redistribute them to the class for practice the next day.



MATERIALS FOR STUDENTS AND TEACHERS

DO'S AND DON'TS FOR HEARING PERSONS

1. When talking, face the deaf person and move your lips as you would ordinarily.
2. Talk naturally and use appropriate facial expressions and hand gestures.
3. Keep your signing hand chest-high where deaf persons can watch your hands and lips simultaneously.
4. Learn the signs and use them correctly, but remember that some words have several signs. Ask a deaf person what a sign means. When in doubt, fingerspell.
5. Practice all you can and actively seek opportunities to communicate with deaf persons.
6. Remember the ethics of this form of communication. It is another language developed as a means of bringing people closer together.
1. Conversation is a two-way street. Do not hesitate to ask a deaf person to slow down or to repeat words.
2. Do not be afraid of talking in public. Total communication may attract attention, but in a positive way.
3. Do not send incorrect signals such as smiling about something very serious or nodding your head when you don't understand.
4. Conversation does not have to be in sentence form. Sentences like "Do you bowl tonight?" may be asked "Bowl tonight?"
5. Do not make excuses or joke about your inability to communicate with ease. Most deaf persons are pleased that you make the effort and hope you'll practice more.
6. Do not use total communication to exclude others from a conversation or to convey "secret" or negative messages publicly.



(LESSON 1)

MANUAL ALPHABET CHART



A



B



C



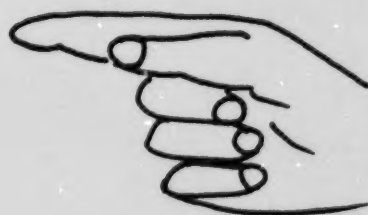
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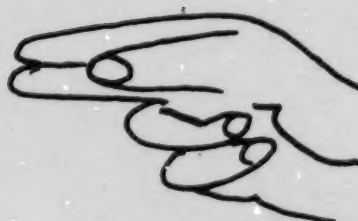
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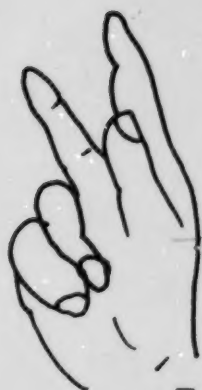
(LESSON 1)



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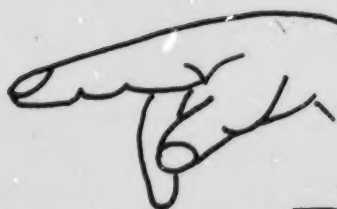
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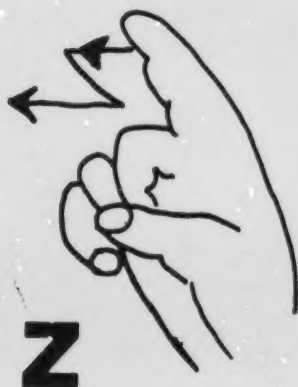
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HEARING LOSS: WAYS TO AVOID IT - OR LIVE WITH IT*

Interview With Raymond E. Jordan, Noted Specialist

Who's most likely to lose hearing? What are the chances for a cure? Is noise a growing danger? How can future trouble be spotted?

A Medical expert answers these and other widely asked questions in this interview.

Q Dr. Jordan, to start with, just what is deafness?

A The word 'deafness' is rarely used in medical terminology, because it is not a specific term.

In order to avoid confusion, let us arbitrarily define deafness as a total loss of hearing. Most persons with hearing problems, however, are afflicted by partial hearing loss.

Q How many Americans have trouble with their hearing?

A There are about 10 million Americans that have sufficient hearing loss to interfere with normal conversation.

Q And are there different kinds of hearing loss?

A Yes. There are two basic kinds: conductive and nerve-type loss. It is extremely important that the two types be identified since there is a great deal of difference between their causes and treatment.

Q What is the difference?

A Conductive hearing loss is usually caused by a mechanical problem in the transmitting mechanism of the ear. For example, hearing is reduced if the ear canal is filled with wax or if a person sticks his fingers in his ears. Such mechanical obstruction impairs the transmission of all sounds. Similar impairment is caused when there is damage to the eardrum or the small bones in the middle ear.

Nerve-type hearing loss covers any malfunction of the nerve of hearing or the nerve endings in the cochlea — a structure in the inner ear — and its connections in the brain. The nerve of hearing ends in a special structure deep in the skull, called the organ of Corti, which is composed of thousands of hairlike projections. Each of these projections responds to a different pitch: Some will respond to low pitches such as a bass drum, while others respond to higher pitches such as a bell or whistle. In nerve-type hearing loss, the hair cells that hear high sounds are usually damaged or destroyed first.

With nerve-type loss, a person will begin to lose his ability to discriminate, understand. Words sound alike. You hear the bass drum well but have trouble hearing the flute.

Q What type of hearing loss is the most common?

A Nerve-type loss.

Q What causes that type of impairment?

A By far the most common causes are prolonged exposure to noise and the process of aging.

Then there is congenital deafness. Total hearing loss may be present at birth as a result of congenital abnormalities involving the nerve of hearing or because the mother contracted German measles in the third trimester of pregnancy. Some cases of mumps result in severe hearing loss in children. Hearing loss may be caused by certain ototoxic drugs — 'oto' meaning 'ear,' 'toxic' meaning 'poisonous' — such as quinine and streptomycin.

Q Is deafness hereditary?

A In some cases, nerve-type loss appears to be a family trait.

The most common type of hereditary hearing loss, however, is otosclerosis. This is a conductive loss due to the callus that blocks one of the small bones in the middle ear.

Q Doctor, you mention exposure to noise as one of the common causes of nerve-type hearing loss. What about the noise we live with in the city? Is this a danger to people's hearing?

A I am sure that our inner-city population will show nerve-type loss at an earlier age than those living in a quiet environment.

Q Is rock-and-roll music as hard on the listener as people jokingly claim it is?

A There are a number of scientific reports showing nerve damage in teen-agers from exposure to live rock-and-roll music. A live rock band runs between 110 and 120 decibels.

Q Do people, particularly youngsters, run a risk of hearing loss by turning on the hi-fi full blast?

A Only if the hi-fi is turned up for long periods each day. Turning up the hi-fi is probably more annoying than damaging.

Q You made a reference to decibels —

A Yes, levels of sound intensity may be measured in decibels.

Q What is the danger level, in decibels?

A At the moment, 90 decibels is considered the upper limit for an eight-hour exposure for a worker. If the noise is louder than 90 decibels, the worker must either wear ear defenders or work shorter hours. There is some evidence that the danger level may be less than 90 decibels.

* Reprinted with permission from U.S. News and World Report, January 21, 1974.

Q How many decibels are there in some common sounds:

A Inner-city noise will run between 70 and 90 decibels. Breaking concrete with a jackhammer will produce between 90 and 110 decibels, and a jet airplane at take-off produces about 140 to 180 decibels of noise. We're probably talking at 60-decibel level now.

Q Is there any way to tell when noise reaches a danger level?

A Not without instrumentation. However, if the noise is loud enough to cause physical pain or ringing in the ears, the sound can be considered to be at a dangerous level.

Q Just how does noise affect a person's hearing?

A Interestingly enough, noise and aging produce the same physical change in the organ of hearing - namely, a loss of the ability to hear high tones.

Q Are there ways to tell if you are losing your hearing?

A Your wife or someone living close to you usually picks it up first. She might notice you begin to answer questions incorrectly. She might accuse you of 'hearing only what you want to hear!'

A person begins to notice that he has difficulty in following a group conversation or a conversation in a noisy background or when he can't see the speaker. He begins to miss words or confuse words that are similar. Words with 's' or 'th' are particularly difficult for people with nerve-type hearing loss to understand. Loudness is usually not the main problem in this kind of hearing loss; rather, the problem is in distinguishing words.

Q You seem to refer mainly to men. Are they more likely to be hard of hearing than women?

A Yes, I think so. I would say that the majority of men over age 50 have some loss of ability to hear high-pitched tones. Men age earlier than women and are more likely to be exposed to noise.

Q What should a person do to make himself understood by someone who is hard of hearing?

A First, make certain the person with the hearing loss is looking at you, and make sure you have his full attention. Speak slowly and distinctly. Raise your voice slightly, but do not shout. Pause between each phrase to give the listener time to make up the part of the word his ears did not hear.

Technically, they don't hear you better, of course, but they can understand better. Often the voice a person can't get at all is that of somebody in the family.

Q Why would a family member be hard to understand?

A Speech in the family is often sloppy. 'It is said out of the corner of the mouth or in passing - when you're walking away from the person or turning your head. You don't make an effort to speak clearly in a family situation.

Q Doctor, how does one treat nerve-type hearing loss?

A The best treatment is prevention. To my knowledge, there is no scientific evidence that any treatment used to date for nerve-type hearing loss has been or is capable of restoring degenerated nerve tissue either in the cochlea or the nerve of hearing itself.

Q Does this include acupuncture?

A Yes, this includes acupuncture.

Q Earlier, you mentioned conductive loss. At what age is it most prevalent?

A Conductive hearing loss is most prevalent between the ages of 3 and 12 years.

Q What is the most common cause of conductive hearing loss in this age group?

A Congestion of the nose and throat from colds or allergy can cause the formation of fluid in the middle ear, resulting in a conductive loss. The condition may be acute or self-limiting, or chronic and last for months.

Q You mentioned fluid in the middle ear - what doctors call 'otitis media.' How do you differentiate acute from chronic otitis media?

A Acute otitis media rarely presents a problem. It is usually associated with an upper-respiratory infection and often produces stuffiness in the ears, or even earaches. The condition usually responds promptly to the proper antibiotics.

The chronic state is a different problem. It may not be associated with infection, may not respond to antibiotics, and the fluid may remain in the ears for months without pain or distress. The only symptom may be hearing loss, and that can be so mild as to make detection difficult for the parent.

Q What should parents look for to spot a hearing defect in their children?

A Mild hearing loss in children is frequently missed. In school and at home they may be accused of being inattentive or slow to learning. At home they may turn the television up or not respond to a call when in the back yard. They may ask the parent to repeat frequently.

If a child presents any of these characteristics he should have an ear examination by an ear, nose, and throat specialist.

Q Are the hearing tests given to children in school any real help?

A When done properly with good equipment these tests will detect hearing loss in children that otherwise might be missed. However, it should be remembered that a hearing test alone will not identify the child with a physical sign that may lead to hearing loss at a later date. Only an ear examination can do that.

For example, not too long ago I participated in a national study on this subject. Out of a statistical sample of 24 million children, only 240,000 had hearing loss that was picked up with an audiometer, a device to measure hearing. But when we looked at that same overall sample medically 3.8 million of them had something wrong with their ears that could cause a hearing loss in the future.

For a real hearing examination, you've got to take a medical history, look at the ears and do an audiometer test—all three of them.

Q How often should children have their ears checked?

A Once a year at least, until age 12 or 13, twice a year if there is a history of repeated colds or upper-respiratory infections. After the early teens, hearing will remain fairly stable until the 40s or 50s.

Q Do children's hearing problems sometimes cause speech impairment?

A Yes. Hearing loss can cause speech problems. A child will only learn to speak according to the way he hears. Severe hearing loss is usually accompanied by severe speech impairment. Deaf persons cannot talk—not because they do not have the mechanism and can't be taught, but rather because they cannot hear and thus don't have a model for speech. This is the origin of the phrase 'deaf and dumb.'

WHEN SURGERY CAN HELP --

Q Can conditions causing conductive hearing loss be helped by medicine or surgery?

A Indeed yes. Temporary conductive loss caused by colds or infection can usually be controlled and cured by antibiotics. With the advent of the operating microscope, chronic conductive hearing loss such as might be caused by a hole in the eardrum or damage to any of the small bones behind the eardrum can frequently be repaired by surgical means with improvement of hearing in most cases.

For example, an ear, nose and throat surgeon can replace the bones of the middle ear. A small hole in the eardrum can be patched through the ear canal. If the hole is large, it is possible to construct an entire eardrum.

Q If surgery is not successful, can a hearing aid help?

A Yes, in most cases. As a matter of fact, a hearing aid is more effective for conductive hearing loss than it is for nerve loss.

Q How should a person go about picking the best hearing aid?

A First of all, there is not a 'best' hearing aid. The aid that meets the person's needs most effectively is the best aid for that person.

The most efficient way for a person to go about getting a hearing aid is, first, to see an ear, nose and throat specialist. He will diagnose and, if

possible, treat the cause of the hearing loss. If the loss cannot be treated, then the patient is referred to an audiologist. He is a professional who specializes in hearing testing and hearing-aid evaluation. In his office the patient is tested with valid instruments in proper surroundings. The audiologist can then prescribe the aid best suited to the patient's needs. He can then procure his aid from an appropriate hearing-aid dealer.

So there are three disciplines in this: the doctor who tells you what's wrong, the audiologist who tells you what kind of hearing aid you will do best with, and the hearing-aid dealer who merchandises the thing that keeps it in repair.

Q How much does a hearing aid cost?

A Anywhere from \$125 to \$1,000.

Q Is there any hope that with improved technology a deaf person might be made to hear in the future?

A I hesitate to bring this out because I don't want to give people false hope, but there has been some work done on inserting electrodes in the inner ear and stimulating the nerve of hearing itself, causing deaf persons to begin to hear some sound. This is very much in its preliminary stages.

TAKING CARE OF YOUR EARS --

Q What is the best way to take care of your ears? Should you wash inside your ears frequently?

A The old adage, 'You shouldn't stick anything smaller than your elbow in your ear,' has some merit. Removing wax from the opening of the ear with a cotton applicator is usually adequate.

Q Is wax in the ear dangerous?

A Wax is a protective mechanism against bacteria and insects entering the ear canal. It is healthy to have wax in your ear. Often in the summer, children get what is called 'swimmer's ear' because they are in the water so much and the wax is washed out and infection results.

If one develops excessive wax sufficient to block the ear canal, it should be removed by an ear, nose and throat specialist.

Q What if your ear gets itchy? Should you forget it?

A Itchiness of the ear canal usually indicates some type of eczema or dermatitis and should be investigated by an ear, nose and throat specialist. A person should never scratch his ear with a fingernail or hairpin.

Q Do Americans take hearing problems seriously enough?

A Not really. The emotional impact of hearing loss is much greater than loss of sight. People with hearing loss are rarely treated with compassion and understanding. Most people resent being asked to repeat a word or sentence. The phrase 'What's the matter—are you deaf?' is usually said in irritation rather than concern.

Much more public education will be required before hearing loss is understood and adequate prevention measures are instituted.

SIGNS USED IN MATH, SCIENCE AND CHEMISTRY

Directions: Match the following symbols with the written form.

Symbols

+
-
=
%

√
|
±
<
o
Φ
‡
Σ
>
x
≈
≡
α
f
::
Y
π

Words

1. _____ identical with
2. _____ pi
3. _____ divided by
4. _____ magnetic flux
5. _____ square root
6. _____ multiply by
7. _____ percent
8. _____ degree
9. _____ summation of
10. _____ conductivity
11. _____ plus or minus
12. _____ integral
13. _____ single bond
14. _____ proportion; as
15. _____ minus
16. _____ variation
17. _____ number
18. _____ equal
19. _____ plus
20. _____ greater than
21. _____ perspective to
22. _____ less than

(LESSON 1)

FINGERSPELLING PRACTICE SHEET

Directions: Have students say whole word while fingerspelling.

1. c d g j l n t + ab
2. b f j r + ib
3. b c f j m r s + ob
4. c d h p r s t + ub
5. d f h l m p b t + ad
6. d h j r s t y + am
7. d h r T v + im
8. b g h m r + um
9. b f l p + ox
10. b c h n m r s t + ow
11. c d g h j l n p r + ot
12. c g l m n r s t + ap
13. h p + er
14. b d h j l m r t + ug
15. b c g h j n p r + ut
16. b f h k l p s w + ic
17. b h j l n r s t w + ag
18. b f g l s t w + ee
19. t d h k l m r + id
20. d h l n p r s t z + ip
21. c p s + up
22. d f h J t w + oe
23. b d g h j l m n p r s + ay
24. b c d f m p r t v + an
25. g h + em

(LESSON 2)

26.	f	g	n	p	r	s			+ un
27.	b	c	d	f	h	j	l	t	+ og
28.	b	g	j	l	m	n	p	s w y	+ et
29.	g	h	w						+ as
30.	b	k	l	p					+ eg
31.	s	t	w						+ on
32.	b	d	f	g	p	t	w		+ in
33.	b	c	f	j	m	p	t		+ ar
34.	d	h	m	p	t	y			+ en
35.	d	f	h	n	p				+ ew
36.	b	c	m	d					+ ud
37.	f	s							+ ir
38.	G	h	n	p	r	s			+ od
39.	f	l	N	r	T	w			+ ed
40.	d	l	p	t					+ ie
41.	l	t	w						+ ax
42.	b	d	f	p	r	w			+ ig
43.	b	c	f	h	m	p	r	s v	+ at

SOUND LEVELS IN DECIBELS TAKEN AT
THE DISTANCE YOU USUALLY HEAR THEM

Shotgun Blast	140 dB
Amplified Rock Band, Jet Airplane	120 dB
Noisy Kitchen, Subway Train	100 dB
Power Lawn Mower	95 dB
Food Blender, Noisy Exhaust Fan	90 dB
Vacuum Cleaner	87 dB
Garbage Disposal Unit, Knife Sharpener, Cocktail Party	80 dB
Dishwasher	70 dB
Normal Conversation	60 dB
Refrigerator	45 dB
Whisper	30 dB
Breathing	10 dB
Lowest Audible Sound	0 dB

NOISE RANGES

100 to 140 dB	Deafening
80 to 100 dB	Very Loud
60 to 80 dB	Loud
40 to 60 dB	Moderate
20 to 40 dB	Faint
0 to 20 dB	Very Faint

THE DEAF SUBCULTURE *

There are several different subcultures or subcommunities or worlds that may be inhabited by those who live with a profound hearing loss. This observation can be illustrated by pointing out that estimates of the number of deaf persons in the United States vary from 200,000 to 2,000,000. The smaller number includes only those persons who are profoundly deaf and who became deaf before they acquired language. The larger number includes persons with mild hearing losses, that is, the hard of hearing and those who became deaf in their middle or later years. Even within the smaller group there are several subgroups.

One small but very vocal subgroup within the deaf population is comprised of those who use only oral or vocal means of communication. Most attended either private schools for the deaf or public schools for hearing students. They associate almost exclusively with friends and relatives who have normal hearing. Thus they are not truly members of a deaf subculture.

Most of those who are profoundly deaf, however, do participate to one degree or another in a cohesive subculture that has many of the dimensions of other minority group organizations. For profound deafness is much more than a medical diagnosis; it is a cultural phenomenon in which social, emotional, linguistic, and intellectual patterns and problems are inextricably bound together.

Cultural Characteristics

A number of distinct characteristics can be listed that illustrate the existence of a deaf subculture.

(1) There is a great deal of in-marriage among deaf persons. In a survey of the deaf population of New York State, for example, it was found that only 5% of women born deaf and about 9% of women who became deaf before the age of 6 were married to hearing men. That is, about 95% of deaf adults are married to other deaf persons.

(2) There are a number of voluntary organizations whose members are almost deaf. The National Association of the Deaf is the major group, but almost every state has an association as well.

(3) Other groups include a national deaf sports organization that sends delegates to the World Deaf Olympics and a deaf fraternal order that offers special insurance to members. There are deaf religious organizations and numerous deaf social clubs in every metropolitan area.

(4) In recent years, some innovative and very important new kinds of activities have been developed within the deaf community. One of these is the National Theater of the Deaf. This is a troupe of deaf actors and actresses performing in repertory in this country and abroad. Their use of mime and sign language provides beautiful and unusual theater experiences for deaf and hearing persons alike. Another recent development that has importance for the deaf subculture is the television news broadcasts in sign language that are springing up in many parts of the country.

(5) The tradition of residential schooling in state-operated schools for the deaf is important for maintenance and transmission of the deaf subculture with the feeling of belonging to a definite in-group. Almost every state operates a school for the deaf. Most accept children as resident students between the ages of 5 and 21, although some admit children as young as 3 years old. For many of these children, the staff members at the residential school become surrogate parents and as such teach the children what it means to be deaf and how to cope with the social, psychological and situational hazards involved. The children are thereby oriented to participation in the deaf subculture. Many of the teachers are deaf themselves.

(6) The most important, the most visible, and the most salient feature of the deaf subculture I have left for last. This feature is American Sign Language (Ameslan), which is used perhaps most of the time by at least 75% of deaf adults in the United States. This feature is in striking contrast to the proportion of hearing parents of deaf children. One major survey found that only 12% of deaf adults have any hearing family members who know sign language at all.

The Significance of Language

Language is often one of the most important distinguishing features of a subgroup within a society. It can serve as a cohesive, definite source of pride and positive identification and simultaneously as a

*From *Hearing and Speech Action* by Kathryn P. Meadow. July-August 1975.

focus for stigma and ridicule from members of the majority culture. Sign language is a system of gestures corresponding to single words or to global concepts. The form used in the United States was derived from the natural sign language of the French deaf and the methodical signs for incorporating French grammatical details invented by the Abbe de l'Epee after 1750. Since this common beginning the two systems have diverged so that similarity between sign languages in France and the United States has been reduced. However, the differences are not as great as those between American and British sign languages. Periodically there is a movement to internationalize sign language so that it can be universally understood by deaf people throughout the world. To date there has been little progress in this direction.

Sign language has profound personal and social meaning for most deaf adults, symbolizing their membership in the deaf subculture. I have already pointed out that only 12% of deaf adults have any hearing relative--including parents--who have knowledge of sign language. Obviously then, deaf persons usually do not learn sign language from their parents. This is one of the most unusual features of the language and of the subculture. It is also symbolic of a tremendously important aspect of the meaning of deafness. There must be a tremendous gap between parents and children who do not use the same language.

This brings up a question that mystifies many hearing persons: How do the deaf learn sign language? The answer depends upon the life pattern of the deaf person involved. The period in the life cycle during which sign language is acquired is considered by most deaf persons to be the time during which they become part of the deaf community. There are several possible patterns.

Subgroup #1

The first but very small group consists of those deaf persons who are exposed to American Sign Language from birth or early infancy. These are the deaf children of deaf parents (about 8 to 10% of the total deaf population). Some kinds of deafness are hereditary. If two congenitally deaf persons marry, there is a 30 to 40% chance that one or more of their offspring will also be deaf.

In this small group, sign language is acquired in the same way that oral language is acquired by the normally hearing child of hearing parents. Some of the research we have done at the University of California, San Francisco, shows that under optimum conditions sign language is learned at the same rate, in the same stages, and in almost the same sequence as is spoken English. There are baby signs (that is, baby versions of adult signs), just as there is baby talk in spoken language.

Most deaf children of deaf parents learn sign language before they start to school. We must look to the importance of the state residential schools for the deaf to understand the next facet of this account. To adults who are part of the deaf subculture, a residential school seems the most appropriate place for a deaf child to go to school, and they go to considerable trouble to make sure that their deaf children go there. Many such children are enrolled at the earliest age for admittance, usually before they are six years old.

Subgroup #2

The second group to be socialized to the deaf subculture through the acquisition of sign language includes the deaf children of hearing parents who enroll in residential schools at about the age of six. When they enroll they become friends with the deaf children of deaf parents, who teach them their own version of sign language. Thus we see the interesting phenomenon of a language that is transmitted primarily not from adult to child but instead from child to child. Some of the adults who teach or who serve as dormitory counselors in residential schools are themselves deaf and know sign language. However, until recently there was a general ban against sign language even in schools for the deaf. This meant that no formal sign language classes were taught, at the same time most of the deaf teachers, who knew sign language, had little contact with younger children because they taught only the upper grades.

Why, you may ask, is sign language so stigmatized? Why would a child who hears little, who hears distorted sound, or who hears only selective parts of the sound spectrum, be deprived of a visual means of learning language and thus deprived of communication that would enable him or her to engage more fully in human interaction?

There is a wide range of both overt and covert reasons for this, many of them the result of a long series of historical developments that are almost accidental. Years ago, for example, the largest proportion of deaf persons became deaf after they had learned to speak. Thus, the tremendous difficulties of acquiring a first language without the benefit of sound were not present in most cases. With changing patterns of medical care and increasing availability of drugs and vaccines to prevent or cure the conditions causing deafness, this picture has changed. However, the old attitudes remain.

The theory behind the ban against sign language states that if a child is allowed to do something easy (that is, to learn sign language), he or she will not bother to do something difficult (that is, to learn spoken language). This is the commonly expressed rationale for the tremendous controversy. However, we must not overlook some of the possible covert or unconscious reasons.

Deafness is an invisible handicap. It is coping aids and behaviors that make deafness visible: that is, hearing aids and sign language. (Vocal quality makes deafness audible, if not visible, since almost all profoundly deaf persons have an unusual voice quality.) Hearing parents usually experience the hearing handicap of a child as a cause for sorrow and would like to deny that the child is deaf, if at all possible. Thus they may try to prevent him or her from learning sign language--and many educators support the parents in this. The stigma attached to sign language by the hearing community, the stares and averted gazes that meet the use of this 'different' mode of communication, are enough to make most parents shudder.

Another factor that may enter the picture in North America is that it seems to be a national characteristic to be generally suspicious of the conspicuous use of facial expression and the free use of the arms and the body for gestures. Thus, the deaf, like persons from Latin America and Southern Europe, are regarded with a measure of suspicion and distaste when they use their hands, faces, and bodies freely. Our Anglo-Saxon roots contribute to our preference for dignified, stiff, less dramatic kinds of communication, despite the grace and beauty that many sign language users attain.

Subgroup #3

A third group of participants in the deaf subculture consists of those deaf children, mostly with hearing parents, who switch from an oral day school to a state residential school about the time they are 12 or 13. The reason behind many of these transfers is that the children are considered unable to learn spoken language and educators are ready to admit defeat and send the child to an institution where the dreaded signs are learned. This attitude in itself--of allowing sign language only for those who have 'failed' to acquire a communicative mode that is labeled 'better'--can lead to further stigmatization and further problems of self-image for deaf children.

The attitudes that adolescents may have about sign language are illustrated very poignantly in a novel by Joanne Greenberg, In This Sign. This book is a brilliant sociological document as well as a fascinating character portrayal. It tells the story of a deaf couple who attended a residential school in the early decades of the 1900's. The following passage illustrates earlier attitudes toward the use of sign language:

"He was eighteen then, Janice was sixteen. She had grown up in the school and knew almost nothing about Outside. She did know Sign, the forbidden language. How confidently she joked and gossiped and talked behind the backs of the instructors. How busy she was and how wise with plans and ideas, with friends, angers, and the small wars of enemies. To Abel, and-mute in the mind-silence of his farm and hearing school, these plans and arguments were so wide a life that they seemed magic, beyond belief. In three months he learned all the Signs that anyone knew... . He was made free in language learned in spite of watchful teachers. Until he began to go with Janice, this language took a part of the places where it was learned. It seemed to smell of standing water, bathroom, shame, hiddenness, and lye-cleaner."

Subgroup #4

The last segment of the deaf community to be described is that comprised of deaf persons who enter the subculture after they reach adulthood. Least is known about this group, partly because their numbers are quite small. If a deaf individual has gone all the way through schools that stress oral-only communication, he may have no knowledge of sign language when he graduates from high school. Some deaf students may then seek out deaf peers and ask for sign language instruction. Others may get professional training, go into jobs working with deaf people, and learn sign language for that reason. Some oral-only deaf students matriculate at colleges with special programs for the deaf and take courses in sign language.

These then are some of the major subgroups of the deaf subculture. I may have given the impression that membership in this subculture is exclusive of membership in the majority culture. This is not the case. As with membership in any racial, ethnic, or linguistic subgroup, interaction with the majority culture is a fact of life.

Our lives are enriched if we can move back and forth at will from one culture to another. The more freedom we have to interact within various subcultures, the more opportunities we have to choose the friends and activities most appealing to us. This is true for deaf adults, as for any other group. For the deaf, however, the successful interaction depends upon acceptance and understanding from the majority culture. Understanding is an important prerequisite of acceptance and requires time and effort. Nonetheless, those who transcend cultural barriers can find rich rewards.

TEACHER'S COPY, WITH ANSWERS

PROOFREADING EXERCISE

1. A "signer" is one who is acquiring or has acquired
 2. basic skills in Sign Language to communicate with
 3. deaf persons regardless of the level of the course
 4. he has taken, with no training in interpreting.
-
5. ~~u~~ An "interpreter" is one who has been trained in an
 - 6 interpreter training program and/or is certified by
 7. the National Registry of Interpreters for the deaf ^{cap}
 8. ~~u~~ (R.I.D.) ^o An interpreting training program involves
 9. the code of ethics, confidentiality, the use of
 10. terminology in specific settings such as legal,
 11. medical, vocational, rehabilitation, mental health,
 12. social work, classroom (education), platform and
 13. ⁹ church. [^] There is a need for certified interpreters
 14. in the United States.
-
1. ^u Insert quotation marks
 5. lc Change the capital I to lower case
 7. cap Capitalize the letter d in deaf, as indicated by =
 8. tr Transpose the letters n and i
 11. ^o Insert a period
 12. [^] Delete
 13. ⁹ Insert a comma
 13. ⁹ Begin a new paragraph at the point indicated by the ^

STUDENT WORKSHEET

PROOFREADING EXERCISE

Directions: The material below has been edited and returned to a secretary for corrections. First, read the material, noting the symbols which indicate errors. Then, on the lines below, identify the changes the secretary will make.

1. A "signer" [✓] is one who is acquiring or has acquired
2. basic skills in Sign Language to communicate with
3. deaf persons regardless of the level of the course
4. he has taken, with to training in interpreting.
5. ^W An "Interpreter" is one who has been trained in an
6. interpreter training program and/or is certified by
7. the National Registry of Interpreters for the deaf ^{cap}
8. ^{tr} (R.I.D.) ^{tr} An interpreting training program involves
9. the code of ethics, confidentiality, the use of
10. terminology in specific settings such as legal,
11. medical, vocational ^{cap} rehabilitation, mental health,
12. social work ^{cap} classroom (education), platform and
13. ^{tr} church. ^{tr} There is a need for certified interpreters
14. in the United States.

1. [✓] _____
5. lc _____
7. cap _____
8. tr _____
① _____
11. ^{tr} _____
12. ^{tr} _____
13. ^{tr} _____

A PHILOSOPHICAL FOUNDATION FOR TOTAL COMMUNICATION*

...Total Communication is defined as the right of every deaf child to learn to use all forms of communication so that he may have the full opportunity to develop language competence at the earliest possible age. This implies introduction to a reliable, receptive-expressive symbol system in the pre-school years between birth and age five. Total Communication includes the full spectrum of language modes: child devised gestures, the language of signs, speech, speechreading, fingerspelling, reading and writing. Total Communication also holds that every deaf child should have the opportunity to develop any remnant of residual hearing for the enhancement of speech and speech reading skills through the use of individual and/or high fidelity group amplification system. We at the Maryland School for the Deaf feel a great need to document Total Communication and to refine the concepts as we understand them more clearly. ...

Based upon our experience with Total Communication, we are prepared to make the following statement:

1. Signs are the easiest means of getting the very young congenitally deaf child to communicate in the true sense of the word, that is, to express his own ideas. When this happens, we see positive changes in behavior and an improvement in interpersonal relationships. The deaf child joins the family as a fully participating member.

2. Signs reinforce speechreading and audition when the adult (teacher, parent, houseparent) signs and talks simultaneously and the child is using amplification adequate for his needs. For the child who cannot benefit from amplification (very few in number), signs reinforce speechreading. Speech for this child must be developed purely on a kinesthetic basis. Language development, however, is not tied to his progress in speech.

When speech and signs are practiced simultaneously, acceptable syntactic structure is more apt to occur. This is usually the way the hearing person learns to associate signs with words. The combination of speech and signs provides a syntactical model for the deaf child to imitate, both visually and auditorially. When a deaf adult uses speech with signs, he consciously organizes his signing syntactically. Consequently, deaf persons improve their oral skills and hearing persons improve their manual skills. The result is better communication on both sides.

3. Audition (high gain amplification) reinforces aural-oral skills (speech and speechreading) for many deaf children when the equipment is of a quality to reach the hearing impairment. Success in this area is dependent upon auditory feedback or the degree to which the child can hear his own as well as the speech of others.

4. Fingerspelling reinforces reading and writing. Fingerspelling requires a similar level of maturation and background of language experience as reading and writing. We do not consider it any more practical to start the preschool deaf child with fingerspelling than we do to start the hearing preschool child's language development with reading and writing. Signs provide "the coin of exchange" for transmission of ideas and for the generation of syntax at an early age.

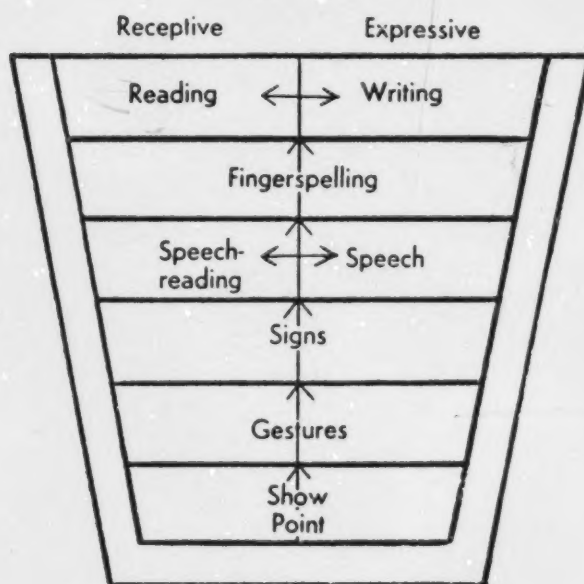
We are beginning to see a dramatic change among our upper primary students who are 9, 10, and 11 years of age. Most of these students have now had two or three years of a Total Communication Program. Traditionally, reading comprehension levels of this age group have been around second grade and we have had to settle for increments of a half grade or a .5 gain per year. In this group of approximately 40 students, we are seeing many more children achieve a reading comprehension level greater than 2.5 grade levels. Almost two-thirds or 61% of this group scored higher than 2.5 in reading comprehension on the May 1971 achievement tests. These students were measured on the Gates-MacGinitie Reading Tests. Even more interesting perhaps is the observation that 46% of this group scored 3.0 or better, while 23% scored 3.5 or better and 10% scored above 4.0.

Increment from September 1970 to May 1971 was equally heartening. Nearly one-half of this group or 43% made at least a full grade level growth. This is much higher than we had anticipated. We attribute much of this growth to...better communication on all sides...exchange of ideas, etc., but more basically, to signs which serve as the building blocks upon which the congenitally deaf child can develop his own linguistic base.

*Adapted from *The Hoosier*. "A Philosophical Foundation for Total Communication," by David M. Denton, Superintendent, Maryland School for the Deaf, Frederick. Vol 86. September-October, 1972. pp. 3, 14. Reprinted by permission of Dr. David M. Denton.

We are finding that the knowledge of signs spills over into speech and speechreading as well as syntax. A recent classroom incident illustrates the positive influence of manual communication on speech production of young profoundly deaf children. While visiting a class of primary children recently, a seven-year-old girl approached me and told me that she would like to do a poem for me. The teacher told her to go ahead and do the poem but to remember the final "g" sound in the word flag and the final "d" sound in the word red. The child smiled and indicated that she would try to remember these sounds. She turned to me and signed and said simultaneously... "We love our flag" (as she signed flag she ended the graceful movement of her right hand by assuming the "g" formation. This act seemed to provide the visual as well as the kinesthetic monitoring for her own speech production and she was able to produce a very good "g" sound), "of red and white and blue." As this young girl signed and said the word red, her index finger moved downward and outward from her lips and her right hand assumed formation "d" of the manual alphabet. Again, being able to use her hands seemed to provide her with the necessary feedback to aid in the development of the rather difficult "d" sound. Of course, not to be overlooked is the fact that this little child did this whole poem using Total Communication and with full understanding as to the meaning of the poem itself.

Hierarchy of Communication for the Congenitally Deaf Child



M. Kent (6-70)

SIGNS FOR PANTOMIME

baby	marriage
love	secret
cry	cold, cough
bring, carry	nervous
heavy	sad
eat	fear
under, beneath	open
across, over	ask, request
through	tell, announce
think	smile
hear	sleep, sleepy
understand	bad
face, looks	baseball
headache	taste
road, river	engagement
wide	drink
house	idea
heart	small, little
attention, concentrate	old, aged

DEFINITIONS

mime - the art of portraying a character or of narration by body movement;
to act a part with mimic gesture and action usually without words

pantomime - conveyance of a story by bodily or facial movements especially
in drama or dance

(From Webster's New Collegiate
Dictionary)

(LESSON 4)

LIST OF CITIES

(These can be modified according to the location where course is being taught.)

- | | |
|-----------------|------------------|
| 1. Albany | 11. Fredonia |
| 2. Massena | 12. Oneida |
| 3. Rochester | 13. Rome |
| 4. Rensselaer | 14. Liverpool |
| 5. Buffalo | 15. Schenectady |
| 6. Syracuse | 16. Brentwood |
| 7. Jamestown | 17. Nassau |
| 8. Binghamton | 18. Cortland |
| 9. Geneva | 19. Elmira |
| 10. Plattsburgh | 20. White Plains |

AMESLAN

By Louis Fant, Jr.

Louis Fant, actor, author, and part-time lecturer in special education at California State University at Northridge, is the son of deaf parents and a former faculty member (1958-66) at Gallaudet College. From 1967-70 he worked with the National Theatre of the Deaf as actor, interpreter, and administrator. He is the author of *Say It With Hands* and *Ameslan: An Introduction to American Sign Language*.

Simply defined, Ameslan, an acronym for American Sign Language (also called "ASL," or "Sign"), is the sign language used by typical deaf adults when communicating among themselves. ... It is the sign language with which they feel most comfortable because they can express themselves best with it.

Ameslan is a legitimate language in and of itself. That is to say, it is not based upon English, but stands by itself, on its own feet. If English did not exist, Ameslan could still exist, just as French, or Spanish exist independently of English. For convenience though, Ameslan does incorporate English words (via fingerspelling), and certain expressions of English-speaking hearing people ("Did you hear about Joe?") As further proof of Ameslan's autonomy, one may translate directly from Spanish, French, German, etc., into Ameslan without going first through English.

A complete description of the structure of Ameslan has not yet been written, although linguistic analyses by several investigators have provided many details of this structure. I shall set down here some of the characteristics as I have observed them.

The most outstanding characteristic, perhaps, is that Ameslan is a spatial language. In spoken languages words follow one after another in an arbitrarily determined sequence. Get the words out of sequence, or present two words simultaneously, and comprehension is impaired. In Ameslan, signs are presented in a much looser fashion, and two signs may be presented simultaneously without impairment of intelligibility. The directions in which many signs move alter the meanings of the signs.

For example, there are only three hand shapes for all pronouns: (1) the index finger (in some instances the letter, I, is used to refer to the first person, but pointing to oneself is more common, and means both "I" and "me"), (2) the 5 handshape fingers closed, and (3) the A handshape with the thumb extended upwards. The pronouns intended by these three handshapes will depend upon the manner in which they are moved:

1. "I," "you," "all of you," "it," "that," etc.
2. "My," "your," "his," "their," etc.
3. "Myself," "yourselves," "themselves," etc.

There are no articles ("a," "an," "the,") in Ameslan. The sign, that, is often used as an article, but it also has idiomatic uses, such as to express, "Oh, that's it!" "Yes, I see."

The verb "to be" does not exist in Ameslan. The true sign is often confused with "am," "be," "is," "are," etc., but actually it is a sign of emphasis. It stresses the reality, the existence of something. The signed sentences, "I sick," and, "I true sick," do not mean the same thing. The first sentence should be translated, "I am sick," and the second, "I am really sick!"

There are no tenses in Ameslan. A verb sign is always signed the same way, no matter what the tense is. Instead, other signs are used to indicate what tense a verb sign is in. These are called time indicator signs. Some of the most common time indicator signs are finish, up till now, later, not yet, will, past, and long time ago.

Examples: finish eat = "I ate," "I did eat," "I have eaten," "I ate already" etc.; up till now eat = "I have been eating..."; later eat = "I'll eat later," "I'll eat after a while."; not yet eat = "I haven't eaten yet," "I didn't eat yet."; will eat = "I will eat."; past eat = "I ate"(sometime in the past.); long time ago eat = "I used to eat." Contrary to the popular notion that Ameslan has a weak and confusing time sense, it insists on a very specific denotation of when an act occurred, or will occur.

Most signs are negated by simply shaking the head while the sign is being made.

Examples: ("neg." means to shake the head) = understand (neg.) = "I don't understand." play (neg.) = "I didn't/don't play." see (neg.) = "I didn't/don't see." Some signs are negated by reversing the direction of the sign.

Examples: good = bad, want = don't want, know = don't know, with = without. Other signs have negation built into them.

Examples: can't (one never signs, can not!), refuse, illegal, no matter.

The not, none, and not yet signs are perhaps the most common negative signs. The not sign indicates denial, the none sign indicated the non-existence of something, and the not yet (often called the late sign) indicates that something has not yet taken place. The English sentence, "I didn't see anything," may have three meanings. Each meaning is shown explicitly in Ameslan:

1. I see not = denial of having seen anything. "I didn't look."
2. I see none = "I looked, but didn't see anything."
3. I see not yet = "I haven't seen it yet."

Question forms are most interesting, but require much more space to go into detail than is here permitted. Suffice it to say that facial expression and head jerk are exceedingly important to indicate that a question is being asked. The question mark sign is used only to cue a person that a question is coming and that it is an important question. It usually precedes and follows the question. It is used rarely in this manner, since we ask few really important questions in everyday conversation.

It is an error to think of the question mark sign as a mark of punctuation, to come at the end of every question. We punctuate with facial expression, just as hearing people do with vocal inflection.

Perhaps the most interesting and least understood characteristic of Ameslan is sign order. Do signs follow any orderly principle, and if so, what is it? It seems that in short sentences of three or four signs, it doesn't much matter in what order they are presented (I like movie, like movie I, movie I like, like I movie, I movie like, etc.). But as the length of the sentence increases, there does seem to emerge a guiding principle for the sequencing of the signs.

It appears that Ameslan sentences want to present ideas and information in a sequence which reflects how the ideas or information occurred in real life. For example, the sentence, "It was a thrill to watch the sunrise this morning," is all out of sequence to the way in which this happens in real life. We must put the sentence in the correct time sense, before we can sign it correctly: now morning (to establish when the following even took place) sunrise, I look at, thrill. First, the sun must rise; second, I look at it; third, I am thrilled by it.

There are undoubtedly other subtle principles which determine sign order, but we shall have to wait for further linguistic investigation to uncover them. The principle of time sequence does seem, however, to be the major overriding one.

Signs may be altered in numerous ways to get various meanings.

Examples: "I give to you" = give (move the sign from me to you), "You give to me" = give (move the sign from you to me), "You give to him" = give (move the sign from you to him), give (signed three or four times slowly) = "I give all the time," "I'm forever giving!" give (repeated and moved from left to right) = "I give to a lot of people," "I give to many organizations." There are other types of sign inflections, but space does not permit illustrations of them.

This is an extremely brief description of some of the characteristics of Ameslan. It cannot provide the uninitiated with an appreciation of the complexity and richness of the language, but only with a glimpse of the bones of its structure. One must observe and converse with typical deaf adults in order to witness the fullness of the language.

The Abbé de l'Epée is commonly referred to as the father of sign language. I find this rather difficult to accept. Sign language could not have been created by a single individual. Deaf people created their own sign language. What the good Abbé did was to innovate with sign language, and by so doing gave respectability to it. He saw it as the best means for communicating information to deaf children. He accepted it as the natural way to converse with deaf people and thus earned a properly august position in history. Unfortunately, de l'Epée went too far in his innovation, creating signs to express the grammar of French (a 'Seeing Essential French' sign system, if you will), which only he and his successor, Sicard could handle successfully. Laurent Clerc brought this

sign language to America, and adapted it to English, creating what I suppose to be a manual English sign system. In the 1830's. this system appears to have been abandoned for a simpler one, which I believe we could call Ameslish, a mixture of manual English and Ameslan.

The emergence of an Ameslish implies the prior existence of Ameslan and manual English. Where did the Ameslan come from? My guess is that it developed on the playground and in the dormitory of the school in Hartford. The children themselves, with an able assist from Clerc, began to create their own language. In the classroom, manual English was probably used, and outside the classroom, Ameslan took form and flourished.

I can think of no more appropriate way to close this article than to quote George Veditz, as he says in the old 1913 NAD film, "Sign Language is God's noblest gift to the deaf man." Manual English, the SEE systems, Ameslish, and Ameslan all have their appropriate roles to play. To insure, preserve, and pass on the nobility to sign language, we must see to it that each plays its role well.

A BRIEF HISTORY OF SIGN LANGUAGE

The sign language used by the deaf in the United States was brought to America from France early in the 19th century. Dr. Thomas Hopkins Gallaudet, who was instrumental in bringing the sign language to this country, first became interested in the deaf through Alice Cogswell, a deaf child from New England. Dr. Gallaudet was sent to Europe by a group of interested American citizens and after a visit with British educators of the deaf, which proved unsuccessful, he crossed the Channel and visited a school for the deaf in Paris. This school had been founded in 1775 by Abbé de l'Epée who is said to have been the inventor of the sign language. The Abbé's system of sign language was based primarily on natural pantomime, but many signs were purely arbitrary. Dr. Gallaudet spent some time at the French school with the Abbé Sicard, who was then in charge of the school, studying their methods of teaching the deaf and learning their sign language. He then returned to America, bringing back with him Laurent Clerc, a young deaf instructor from the French school. Upon their return, Dr. Gallaudet established the first permanent school for the deaf in Hartford, Connecticut, in 1817. Today, the world's only college for the deaf is named for Dr. Gallaudet. It is in Washington, D.C.

(LESSON 5)

METHODOLOGIES FOR EDUCATING THE DEAF

Oral Method: This method essentially depends on lipreading and excludes the use of any natural signs or gestures.

- A. Pure Oralism
- B. Multisensory
- C. Natural Language Method

Unisensory Method: This approach is dependent on early identification and amplification. It focuses on the idea that audition is the most suitable perception modality by which a child learns speech and language. Therefore, the impaired hearing must be developed to its fullest.

Manual Method: It is maintained that sign language is the common, natural language of the deaf. This manual system of communication was developed in France and brought to the United States by Thomas Hopkins Gallaudet in 1815. Proponents of Manual Education maintain:

- A. Denying a child the right to use hands along with speech and lipreading creates emotional stress.
- B. With the use of signs, fingerspelling, and speech, there is no doubt as to what is being communicated.
- C. Signs on the hand are considerably larger and clearer than lip movements.
- D. Fingerspelling and signs do not discriminate against anyone and all have equal opportunity to participate and learn.

The Rochester Method: This is the simultaneous use of speech and fingerspelling - a sort of "writing in the air" technique superimposed on normal speech. This technique is also known as "visible speech" because the teacher is able to face the class and synchronize what is said and shown on the lips with a more visible form of English as spelled on the hands. This method is used at three New York State residential schools with promising results.

Total Communication: The basic premise is the use of every and all means to communicate with deaf children from infancy on. No particular method or system is to be omitted or stressed. The student is exposed to natural gestures, Ameslan, fingerspelling, facial expression, body language, all accompanied simultaneously with speech heard through a hearing aid. The idea is to use any means that works to convey vocabulary, language, and idea concepts to the deaf child.

To agree with total communication philosophy means utilizing signs and fingerspelling which for so many years have been outlawed and forbidden in the oral deaf tradition.

Other Terms Used Frequently In The Field of Sign Language

ASL or Ameslan - "American Sign Language" This is the type of signing used by deaf adults when communicating among themselves. It is the natural language of the deaf and has a grammar and syntax of its own.

(LESSON 5)

Some characteristics of ASL are:

- . lack of articles
- . lack of inflectional endings
- . negative incorporation
- . lack of the verb "to be"
- . lack of passive voice

PSE - "Pidgin Sign English" This is the type of signing used by most hearing people when communicating with the deaf or by most deaf people when attempting to communicate in English for hearing people.

Some characteristics are:

- . elements of both English and ASL
- . English word order
- . one sign (true) for the verb "to be"
- . tense markers and endings are optional
- . function words or words with no signs are spelled or dropped
- . sign according to meaning

Manual English This term is used to cover most of the "new sign" systems that have been developed for instructional purposes. This is an attempt to achieve a one-to-one correspondence with English.

Some characteristics are:

- . rigid adherence to English word order
- . each word has one sign
- . invention of new signs
- . sign all English endings
- . minimize fingerspelling
- . many points of direct conflict with ASL

Major new sign systems of manual English are:

Seeing Essential English - Also called SEE₁. This was developed by David Anthony in 1963 in Southern California. SEE₁ is intended for use by all age groups and uses modifications of Ameslan to resemble English. The SEE₁ system has the largest vocabulary of any of the new sign systems; 3,000 vocabulary entries are contained in two volumes.

The distinctive feature is that SEE₁ signs represent word forms or word parts such as roots, prefixes, or suffixes. The signs are used in combination to form any desired word. To reflect English syntax, SEE₁ emphasizes complete English word order. Verb tense is clearly indicated and irregular verb forms have signed representation.

Signing Exact English - SEE₂. This system was developed in 1972 by a group of former members of the SEE₁ group, headed by Dr. Gerilee Gustasan. The reasons leading to the development of SEE₂ is that SEE₁ utilized too many signs that were too distant from Ameslan, was too radical in its use of the root word, and too complex for the needs of parents and teachers. Accordingly, SEE₂ uses signs which represent words rather than roots. SEE₂ has a vocabulary of about 2,000 words.

When SEE₂ signs are compared with SEE₁ signs, some 80% of the traditional sign groups are identical in both systems.

Linguistics of Visual English - (LOVE). This system, developed in 1971 by Dennis Wampler, is intended for use by preschool and kindergarten deaf children. The system is based on hand positions that represent morphemes, the smallest meaningful unit of the English language.

LOVE distinguishes morphemes on the basis of similarity in sound, spelling, or meaning.

The LOVE system obviously resembles Ameslan less than SEE₁ or SEE₂.

Signed English - (Siglish). This system uses 2,500 words to aid the language development of the preschool child. Some 1,700 of these signs can be represented by existing Ameslan signs. This system was developed at Gallaudet College.

Signed English substitutes American Sign Language words for English words without changing the English syntax structure.

Signed English incorporates some 14 sign markers used after the sign word to denote plurals, verb tense, possessive forms etc. A series of children's story books have also been developed to be used as teaching aids.



Soccer
Rifle Shooting
Modern Pentathlon
Judo

Yachting
Wrestling
Swimming
Volleyball

MIME SIGNS

wash your face — Mime Sign: washing your face with palms of hands.

wash your hands — Mime Sign: washing your hands.

wash the walls — Mime Sign: "washing the walls", using the double "A" handshape and moving hands.

drive a car — Mime Sign: steering a car.

pick up...something — Sign: "take up" (one hand only).

pick up where you left off — Sign: "start" or "begin."

pick up someone — Often signed literally, using the sign "pick up" made with the thumb and index finger.

stick up — (Meaning a "hold up") Mime Sign the act of aiming 2 guns, then sign "steal."

hang up...the phone, the coat — In either case, mime sign the action indicated.

cut out — Mime Sign: cutting something with a pair of scissors.

carry out...something — Mime Sign: carrying something out.

put out...your cigarette — Mime Sign: crushing out a cigarette.

put out the lights — Sign: "turn off the lights"; also may apply to "put out the fire."

put up — Sign: "make," "build," or "set up" — same as "establish."

put up signs — Mime Sign: the act of posting or putting up the sign.



(LESSON 5)

LIMERICKS

There once was a man of Bengal
Who was asked to a Fancy Dress Ball;
He murmured: "I'll risk it
And go as a biscuit!"
But the dog ate him up in the hall.

—ANONYMOUS

There was an old man of Blackheath
Who sat on his set of false teeth.
Said he, with a start,
"O Lord, bless my heart!
I have bitten myself underneath!"

—ANONYMOUS

There once were two cats of Kilkenny,
Each thought there was one cat too many;
So they fought and they fit,
And they scratched and they bit,
Till instead of two cats there weren't any.

—ANONYMOUS

There was a young lady named Bright,
Who traveled much faster than light.
She started one day
In a relative way
And returned on the previous night.

—ANONYMOUS

I wish that my room had a floor.
I don't so much care for a door,
But this walking around
Without touching the ground
Is getting to be quite a bore.

—Gelett Burgess

There was an Old Man with a beard,
Who said, "It is just as I feared!
Two Owls and a Hen,
Four Larks and a Wren,
Have all built their nests in my beard!"

—Gelett Burgess

(LESSON 6)

ORGANIZATIONS SERVING THE DEAF*

...There are such a large number of organizations serving the deaf... The organization which comes first to my mind is the Council of Organizations Serving the Deaf (COSD)...a council of representatives of organizations which serve the deaf community. Established in 1967, the Council is composed of 15 Active members and 3 Associate members, all of whom are organized on a national basis. Purposes of the Council are to serve as a clearing-house of information about deafness and the problems of the deaf population, to provide a vehicle by means of which member organizations may work more closely together in striving for solutions to problems which are common to all deaf persons, and coordination of efforts to develop and maintain economic, social, educational and cultural opportunities for deaf persons. ...

There are a number of sports organizations of deaf people. Most of these center around a particular sport such as bowling, skiing and golf. The American Athletic Association of the Deaf (AAAD) is the oldest and largest such organization. Founded in 1945, it has 7 regional affiliates and approximately 115 local member clubs of the deaf throughout the nation with a combined individual membership exceeding 14,000. Besides conducting annual regional and national basketball championship tournaments, the AAAD also sponsors the USA team in the quadrennial World Games of the Deaf. These competitions are similar in every respect to the Olympic Games with the exception that all participants are deaf.

The National Association of the Deaf was organized in 1880 and presently has cooperating affiliates in 41 states, with a total membership of 14,000. This is primarily a service organization and has actively concerned itself with such diverse problems as discrimination against deaf persons as drivers, educational methodology, excessive rates of liability insurance for deaf persons, obtaining equal vocational opportunities for deaf workers, sundry proposed legislation unfavorable to the deaf population, and through affiliation with the World Federation of the Deaf, the problems of deaf citizens of other nations. The NAD presently is conducting for the United States Government the first census of the deaf in 40 years. Because accurate figures relative to the number and location of deaf persons do not now exist, the potential usage of the information expected to be obtained through this census is obvious. The Association maintains a Home Office with an Executive Secretary and a large full-time staff in Silver Spring, Maryland. Members are kept informed of items of broad interest through the monthly publication, *The Deaf American*.

At the turn of the century it was very difficult and unreasonably expensive for a deaf man to purchase life insurance, so a group of deaf men pooled their resources and formed the National Fraternal Society of the Deaf. Today, the 'Frat' is licensed to do business in 35 states and Canada and has nearly 11,000 members in 125 Divisions (lodges) which function in most of the major cities of the nation. The aggregate insurance in force exceeds \$8,000,000 and is backed by assets of \$5,500,000. The program is administered from a large and modern business building owned by the Association in Oak Park, Illinois by a full-time staff of eight persons.

The Gallaudet College Alumni Association was founded in 1889 and is composed of graduates of Gallaudet College, the only liberal arts college for the deaf in the world. Its objectives are to support and encourage college. It is indirectly one of the most influential of all organizations of the deaf in that its members exercise active leadership roles in virtually every other organization of the deaf.

The Professional Rehabilitation Workers with Adult Deaf and the Registry of Interpreters for the Deaf are comparatively new organizations. However, both have experienced phenomenal growth, both in membership and in influence in the deaf community. The title of the PRWAD is a bit misleading in that professionals in other disciplines actually out-number the rehabilitation workers on its membership rolls. It is concerned with improvement of a variety of professional qualifications of its 750 members. The PRWAD quarterly publication, *Journal of Rehabilitation of the Deaf*, is a unique and distinctive contribution to the literature in the field. Objectives of the PRWAD are to establish and maintain high standards of professionalism among its members and to improve interpreting services for the deaf. Membership now stands at 875 and there are local and state chapters throughout the country. The Executive Secretary of the PRWAD has offices and a small staff located in Silver Spring, Maryland.

The Alexander Graham Bell Association for the Deaf has approximately 850 members, of whom perhaps 150 are deaf. The Association was founded to promote the teaching and use of speech and lip reading to deaf persons. The Executive Director maintains offices in Washington, D.C. and among its activities is maintenance of a comprehensive library of books and manuscripts about deafness and the deaf. It publishes a widely read monthly magazine, *The Volta Review*.

*From "Organizations Serving the Deaf" by Edward C. Carney. *Community Focus* magazine. February 1975. Reprinted by permission of United Way of America.

The Conference of Executives of American Schools for the Deaf, and the American Instructors of the Deaf share offices in Washington, D.C. As is indicated by the names, their primary concern is education of the deaf in all of its myriad phases. The AID publishes *The American Annals of the Deaf*, oldest professional journal of its kind in America. The Conference, through a contract with the United States Office of Education, is responsible for the circulation of all audiovisual materials provided under the multimillion dollar Captioned Films for the Deaf program of the Bureau of Education for the Handicapped. These two organizations, together with the A.G. Bell Association, form the Council on Education of the Deaf which concerns itself with improvement of educational processes for deaf children and a certification program for teachers of the deaf.

Largest of the religious groups serving the deaf probably is the International Catholic Deaf Association, which is affiliated with the Roman Catholic Church. There are Chapters across the nation and many priests and lay workers are trained to communicate with deaf worshipers. Approximately a dozen denominations conduct services for deaf persons, but the Roman Catholic and Lutheran Churches each conduct several schools for the deaf as well. The Episcopalians and Baptists permit deaf men to be ordained as ministers.

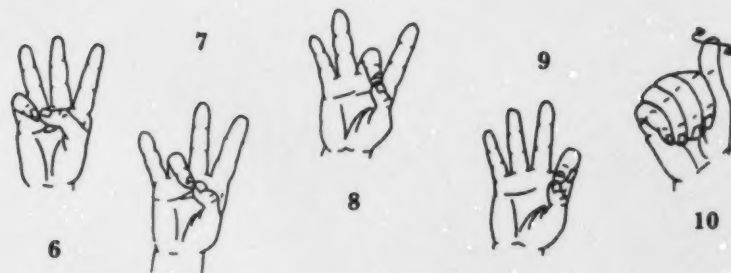
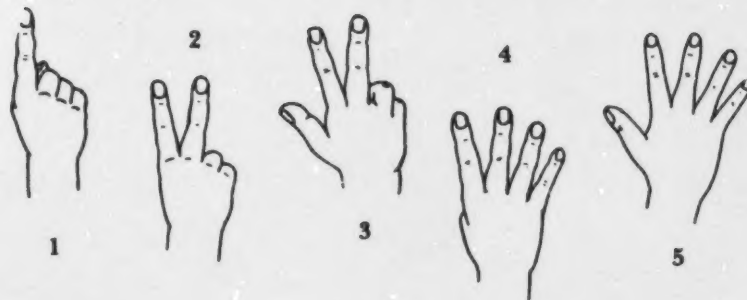
The National Congress of Jewish Deaf was organized in 1956 and has held successful biennial conventions ever since. There now are 11 affiliate groups (temples or Hebrew associations of the deaf) serving some 3,000 individual members. Temple Beth Or in New York City and Temple Beth Solomon in Los Angeles are very dynamic groups, as are the New York and the Chicago Hebrew Associations for the Deaf. Despite the large number of deaf persons of Jewish descent there is a paucity of rabbinical services available. David Rabinowitz of the New York H.A.D. is the world's only deaf rabbi. Douglas Goldhammer, a student at Hebrew Union College in Cincinnati (who is not deaf) is serving as spiritual leader of the Chicago H.A.D. As is evident, many additional rabbis are needed to adequately serve the national deaf community.

Summary

The adult deaf community is the natural result of a people who seek their own kind for mutual pleasure and benefit, which includes free and easy communication. Since they comprise only about one-tenth of one per cent of the general population, deaf adults form small closely knit communities even in large metropolitan areas, and they enjoy approximately the same advantages and disadvantages as that of living in small towns or villages where everyone knows everyone else.

They have their own organizations which range from local clubs up to national organizations such as the National Association of the Deaf, the National Fraternal Society of the Deaf, the American Athletic Association of the Deaf, and others. There are also national religious groups serving the deaf. Until recently the Federal Government has furnished financial support for the genesis and growth of several greatly needed ancillary groups. Most of these agencies are continuing on their own. Holding these organizations together for a more concerted and effective force on behalf of the American deaf is the Council of Organizations Serving the Deaf.

NUMBERS 1-100



(LESSON 8)



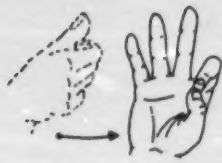
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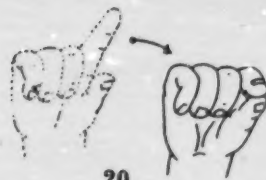
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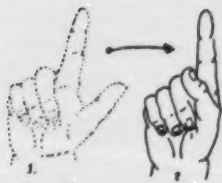
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90



100

THE TTY - A KEY TO INFORMATION FOR THE DEAF

Y. Eugene Levine, Associate, Office of Vocational Rehabilitation

Did you know that the telephone was supposed to be a machine to help deaf people hear and speak? Dr. Alexander Graham Bell was attempting to develop a device to improve speech discrimination in deaf people when he created the telephone. Hearing people are now provided information faster and with greater effectiveness because the telephone provides quick access to the sources of information. Deaf people, however, have been denied the opportunities of access to information via the telephone because they cannot effectively discriminate speech from sound.

In the early 1960's, a deaf scientist from California, Robert H. Weibrecht, developed a transistorized acoustic coupler which made the transmission of teletype messages over regular telephone lines possible. Deaf people can now converse with each other by using TTY terminals. Mr. H. Latham Breunig, Past President of the TTY for the Deaf, Inc., said, "...the ability to freely use Dr. Bell's invention has been a tremendous breakthrough and a boon in the lives of those deaf people aware enough to take advantage of it through the teletypewriter network."

The Teletypewriter Terminal (TTY) consists of three basic parts: the teleprinter, the acoustic coupler, and the telephone receiver. This is how it works: The teleprinter's keyboard generates a coded power surge impulse. Each impulse combination is linked to the individual letter/symbol key and passes through the acoustic coupler to the telephone. The acoustic coupler transforms the electrical power surge impulses into pure tone sound patterns and transmits these sound tones to the phone through a cradle in which the telephone receiver has been placed. Another terminal on the receiving end picks up the pure tone sounds and the acoustic coupler transforms the sound to electrical power surge impulses which trigger the keys that type the message. Deaf people can now communicate on Dr. Bell's machine as long as compatible terminals operate on each end of the line!

The future of the TTY will depend upon the number of terminals placed in operation within the telephone network and upon the acceptance of these devices as a necessary tool for the hearing handicapped by the community. Deaf people using TTY's have been able to:

- . Make social, work, and agency contacts by telephone rather than using public transportation or their personal car for these purposes.
- . Make their own telephone contacts independently.
- . Secure help in emergency situations.
- . Improve their written communication skills.

TTY's should be installed in community centers in order that access to community services available to hearing people are also made available to deaf people.

The use of the TTY in the educational system may be unlimited. Consider some of the following possibilities:

- . Provide programmed instruction for remedial studies, equivalency diploma studies, continuing education, hobby craft, etc. The terminals are available, but programs are needed.
- . Install TTY terminals in local libraries as contact points for instructional programs.
- . Provide shut-in and homebound citizens access to information, education and placement services via the TTY terminal.
- . Use the radio for broadcasting educational material, news broadcasts and emergency bulletins, as has been done in the Philadelphia area, by adapting the acoustic coupler to a radio receiver.

The TTY is a technical device which provides deaf people access to information. It will be useful if the hearing community, the employer, teacher, parent, law officer, supervisor, union official and others accept it as a tool which enables the deaf to make their contribution to society.

The new portable models now available are light weight (4-6 lbs.), battery/AC powered, use colored electronic readouts in place of hard copy, have recall potential, and can operate with any standard telephone receiver.

(LESSON 9)

REHABILITATION FOR IRREVERSIBLE DEAFNESS*

S. Richard Silverman, PhD

In the past three decades, many factors, not wholly unrelated, have stimulated interest in education and rehabilitation of persons with impaired hearing. They include development of refined electroacoustic instruments, particularly audiometers, to measure hearing loss; improvement of hearing aids; evolution of surgery for otosclerosis and of reconstructive surgical procedures for the middle ear; development of promising investigative techniques in psychoacoustics, auditory biophysics, physiology, and microanatomy; recognition of the problem of noise-induced hearing loss in industry and the armed forces; awareness of hazards to hearing such as heredity, unfavorable prenatal conditions or perinatal stress or injury; and a growing public appreciation of the rehabilitative needs and the economic and social potential of handicapped persons.

Forward looking management of persons with impaired hearing requires (1) dissemination of information about hearing impairment and acoustic hygiene, (2) early identification through a "high-risk register," screening programs in clinics for babies and in schools, and through audiology examinations prior to employment, (3) complete diagnoses, (4) appropriate medical and surgical treatment, (5) thorough assessment of hearing after completion of all indicated medical and surgical procedures, with particular attention to educational and rehabilitative needs, and (6) appropriate measures such as hearing aids, lip reading, speech correction and conservation, special education, vocational planning, and psychological guidance. ...

Rehabilitation and Education

The most helpful and generally acceptable measures for hard-of-hearing persons are hearing aids, including auditory training; instruction in lip reading; speech conservation and correction; and educational, vocational and psychological guidance.

Hearing Aids.—This term refers to the modern electronic hearing aid rather than mechanical or obsolete electric types. Essentially a hearing aid is a miniature telephone. It consists of a microphone, an amplifier, batteries (most hearing aids now have one battery), and a receiver. The voice of the talker impinges on the microphone and is converted to electric energy supplied by the battery. The amplifier delivers a stronger current to the receiver, which converts it back to sound. Advances in telephony and radio have influenced the design of hearing aids. ...

Hearing aids have had a phenomenal acceptance in the past decade, probably largely because of the advent of the transistor, a substitute for the larger vacuum tube. It has been possible to reduce the size and weight of hearing aids without affecting electroacoustic performance seriously. The transistor also has eliminated one of the batteries. Emphasis on cosmetic features has stimulated the development of hearing aids built into the temples of spectacle frames. However, acoustic feedback or 'squeal' resulting from placement of the microphone close to the receiver may limit the value of such instruments for persons with severe hearing impairment. ...

All too frequently the promotional literature on hearing aids emphasizes the concealment of hearing loss. From the standpoint of rehabilitation, this may be one of the major abuses in the field of hearing impairment. A cardinal principle of good mental health is recognition of reality and adjustment to it. It is a disservice to handicapped persons to encourage them to evade reality. Some dealers are to be commended for emphasizing that the wearing of a hearing aid is a demonstration of courtesy, since it spares the wearer's associates and family from having to shout or repeat.

Lip Reading.—Lip reading, sometimes called speech reading because it involves observing more than the lips, is the process through which a person understands speech by carefully watching the speaker. For hard-of-hearing persons it is an essential supporting skill. The eye and the ear together apparently are better than either one alone, and for this reason there has been emphasis in recent years on associating lip reading instruction with hearing and with auditory training.

Speech Correction and Conservation.—The major speech problem with hard-of-hearing persons is correction and conservation of speech. They do not hear speech and speech patterns clearly and therefore have a poor model for imitation. Furthermore, defective hearing prevents adequate monitoring or articulation and phonation. ...

*Reprinted from The Journal of The American Medical Association, June 6, 1966, Vol. 196, pp. 843-846. Copyright 1966, by American Medical Association.

Deaf Children and Adults

Deaf Children.—When we consider deaf children, we must realize special techniques are necessary to build the skills of communication. The essential and primary channel for receiving the acoustic symbols we call speech is either absent or severely restricted. All the skills of communication that depend on learning over this channel are adversely affected. From infancy to early school age, the chief mode of communication for the normal hearing child is auditory. The child hears and learns to talk from what he hears. Furthermore, he not only learns how to communicate; he also learns what to communicate.

For a child who does not have daily experience of listening to language, its acquisition is indeed difficult, if not impossible for some, even with instruction. The teacher is confronted with the task of communicating language to a child in the absence of the sensory system considered to be essential for its acquisition.

The educator, therefore, must seek ways to manipulate information so that it can be transmitted over whatever sensory system or combination of systems is indicated: vision, touch, residual hearing. At the same time, we are concerned about the content of what we communicate—language and subject matter, as it is influenced by the demands of society and the child himself. ...

CONVERSATION STARTERS

Can you hear anything without your hearing aid?

Is your hearing aid O.K.?

Excuse me, your hearing aid is whistling (making noises).

Even if you can't hear you are good at communicating.

Your speech is good.

What are you doing this summer?

Do you like school?

We aren't allowed to chew gum in class.

We are supposed to watch this on T.V. on _____.

Don't worry; it will be all right!

Don't feel bad, just do the work!

When is class over? (finished)?

Tell me if you don't understand.

The next class will be postponed (cancelled).

Please tell me if I sign wrong.

If you don't study, you'll fail the test.

You have to see the school nurse at _____.

The _____ meeting is cancelled.

The milk is spoiled. You can get a new milk free.

Soda costs 25¢.

There will be no second (late) buses today.

Did your parents sign a permission slip for the field trip?

If you don't understand the teacher, tell him or her.

(LESSON 9)

AREA MUSICAL FOR DEAF IS 'POETRY IN MOTION'*

By Martin Moynihan

It's a most unusual musical.

Members of the cast won't be singing, but they will be communicating in a little-known language called Siglish, which is short for Signed English.

For most deaf people, sign language is the chief means of communicating. But for hearing people who can understand it, Siglish has poetry of its own, something like mime.

That is what a local troupe called The Signs of Joy will be trying to get across in its stage production, "Dreams and Write-on Visions," when it is presented at 6 p.m. Saturday and 1 p.m. Sunday at the Cultural Education Center auditorium at the South Mall, Albany.

"We are trying to educate the public to deafness, to the beauty of sign language," said Susan Rothchild Lustick, a therapist at Parsons Child and Family Center in Albany and one of the organizers of the show.

"It used to be a stigmatized language," she said, "but the idea is growing that it is a beautiful language."

"That," Ms. Lustick said, "is what brought many of the members to the production. Of the 31 members of the cast of the show—which consist of a series of taped Broadway show tunes to be acted out and signed by the players—23 have full hearing capability. They joined to sharpen their skills at communication," she said.

Ms. Lustick sang and signed a portion of one of the show's songs, "Wouldn't It Be Lovely" from "My Fair Lady." As she sang "...Far away from the cold night air..." a reaching gesture with her right hand signified far away, and a shivering action clearly showed cold.

"Sign language," she explained, "is its own full language. Words for which no single symbol exists can be spelled out with a sign alphabet. The Siglish language being used for the show closely follows the English in the songs, but it is a variation of the more commonly used American Sign Language, which has its own grammar and syntax."

The Signs of Joy company was formed last year after Donna M. Ware, chief speech therapist at the Northeastern New York Speech and Hearing Center in Albany, had seen a similar performance at Bloomsburg State Teachers College in Pennsylvania.

"Last year's show, with a cast of 20, drew about 350 persons to Albany's Page Hall. This year's performance is being moved to the South Mall because of lack of access for the handicapped at Page Hall," Ms. Lustick said, and she said she expected the turnout would double.

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(LESSON 10)

Rebecca Hodgkinson, also affiliated with the Speech and Hearing Center, which is sponsoring the show, acknowledged there are some obstacles to putting on a musical with people who are deaf.

Unable to hear the music, the deaf members of the cast must, in a chorus situation for example, observe hearing persons near them to keep up with the music.

"One of the functions of the show," Ms. Lustick said, is "to educate hearing people about deaf people and to educate hearing people about the deaf world. It's an opportunity for people from two different worlds to do something together."

"And for the eight deaf members of the cast, who range in age from 12 to 70, it's the only introduction they have to the music," she said. "This is their music."

"It's an emotional thing," said Ms. Hodgkinson. "I know this sounds hokey, but when you're watching people signing to the music, you realize you're experiencing something a person with a handicap is experiencing."

SONGS FOR SIGNERS

"GOD BLESS AMERICA"

Sign Language Version

God Bless America! Land that I love!
Stand beside her and guide her
Through the night with the light from above.
From the mountains to the prairie
To the oceans white with foam
God Bless America! My home, sweet home.

God Bless America! Land that I love!
Stand (near) her and (lead) her
Through night with light from above.
From mountains to ("land", flat or spreading)
To oceans white with (mime sign "foam")
God Bless America! My home, sweet home.

"AMERICA THE BEAUTIFUL"

O, beautiful for spacious skies
For amber waves of grain
For purple mountain majesties
Above the fruited plain

America! America!
God shed His grace on thee
And crown thy good with brotherhood
From sea to shining sea!

O, beautiful for (very large) skies
For (golden) waves of (growth)
For purple mountain (wonders)
(Over) (growing) ("land", flat or spreading)

America! America!
God (give) His (blessing) on (you)
And crown (your) (good people) with (brother
cooperation)
From sea to shining sea!

"THE STAR-SPANGLED BANNER"

O, say can you see
By the dawn's early light
What so proudly we'd hailed
At the twilight's last gleaming
Whose broad stripes and bright stars
Through the perilous fight
O'er the ramparts we'd watched
Were so gallantly streaming
And the rocket's red glare,
The bombs bursting in air
Gave proof through the night
That our flag was still there!

O, say does that star-spangled banner yet wave
O'er the land of the free
And the home of the brave?

O, (tell me) can you see
(Through) (mime sign "sunrise") light
What (so) proudly we'd hailed
(During) (sunset) last gleaming
Whose (big) stripes and bright stars
Through (terrible) (battle)
O'er (blockade) we'd watched
Were still (bravely) (waving back and forth)
And rocket's red ("bright" with strong emphasis)
(Explosions) in air (Sign "wind")
Gave proof through (all night)
That our flag still there!

ramparts—Use double "S" sign; place one arm on top of the other and switch position of arms as you move up to give the impression of a blockade.

rockets—Use "R" handshape on right hand and "C" on the left hand, left palm facing upward; push the "R" through the opening of left palm skyward; this represents a rocket being shot from a cannon. As you move skyward, spread the fingers to show the "rocket" exploding.

glare—Sign "bright" twice with strong emphasis to give an impression of a blinding light. (Turn head slightly away to give the effect.)

bombs—Sign "explode" rapidly above head and repeat several times to indicate many bombs "bursting in air" all over the sky. (This takes care of the entire phrase "the bombs bursting in air".) (The "explosions" may be followed by clapping hands over ears for additional effect.)

gallantly—Sign "brave."

streaming—Sign "waving" by holding right elbow in left palm and waving open hand vigorously back and forth.

star-spangled banner—Should be mimed; draw a picture in the air indicating a rectangular field of stars and a number of stripes.

(LESSON 10)

SCENARIO STARTERS

Who is in your family? I have a (brother; sister; mother; father; grandfather; grandmother; dog; kitten).

Where do you live? I live on _____ Street in _____, New York.

Would you help me with my schedule? Where is (science; math; English) class? It's in Room _____.

Who is teaching (science; math; English)? _____ is teaching it.

What is the (nurse's; principal's; coach's; bus driver's; librarian's) name?

Where are you going? I'm going to the (library; gym; lunchroom; girls' room; boys' room; smoking lounge; court area; bus).

We're going on a field trip.

You need a permission slip.

Where do you get a permission slip?

From the teacher.

Your mother or father must sign it.

Will we have school tomorrow, do you think? No, it's snowing very hard.

Will school let out early today? Are you taking the early, late bus?

Do you work after school? Where?

What do you do?

Do you like it?

What will you do over the weekend? I'm going to (go to a movie; do nothing; shop; wash the dog; clean my room; listen to records).

Did you do your homework?

When is the homework due?

Did you get your report card?

Did you bring your lunch? They have (good; awful; so-so) food in the cafeteria.

I like the (hamburgers; pizza; Class A lunch) best. They should/shouldn't sell (junk food; soda; candy; cottage cheese).

Why were you late? I was at the _____.

We're late to class. Hurry.

We need a slip from the office.

The schedule has changed today. What period is it now?

We're on the _____ schedule.

(LESSON 10)

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Lloyd, G.L. "Total Communication: Some Perspectives and Potential Problems." *Deaf American*. 27. July-August 1975. pp. 13-15.

An abstract presenting a realistic approach concerning the commitment of educators to the adoption of total communication. The discussion of potential problem areas programs may have to contend with in implementing a policy change is well done.

Machol, Libby. "Total Communication-A New Hope for Deaf Children." *Family Health/Today's Health*. August 1976. pp. 44-45; 64-67.

An article on deaf awareness citing the problems parents encounter when they discover their child is deaf.

Martin, Pamela. "I, Too, Want to be a Real Person." *Volta Review*. 77. September 1975. pp. 375-380.

A parents' perspective of communication methodology is recounted from personal experience. Both the oral and manual communication approaches were critically considered in the biographical synopsis and the parents caution the reader from becoming enslaved by stereotypes and encourage them to remain open to what may be best for the individual child.

Meadow, Kathryn. "Early Manual Communication in Relation to the Deaf Child's Intellectual, Social and Communicative Functioning." *American Annals of the Deaf*. 113. January 1968. pp. 29-41.

Research findings show here that deaf children of deaf parents exposed to early manual communication skills tend to rate higher in almost all the areas tested as compared to deaf children of hearing parents exposed to an oral approach.

Mindel, E., & Vernon, M. *They Grow In Silence*. Silver Spring, Maryland. The National Association of the Deaf. 1971.

This book presents psychiatric and psychological information related to deafness. It gives a true picture of the socialization of the deaf child in the family setting.

Montgomery, G.W. "The Relationship of Oral Skills to Manual Communication in Profoundly Deaf Adolescents." *American Annals of the Deaf*. 111. September 1966. pp. 557-565.

The article recounts a research of standardized tests given to a control group attempting to find statistical evidence of the preferred efficiency of either manual or oral communication methods.

Moore, Margaret. "The Old Controversy-Need It Continue?" *Teacher of the Deaf*. 74. May 1976. pp. 147-154.

The background and development of the oral vs. the manual controversy is stated, as well as reasons for its long state of impasse. The placement of total communication in the picture is well reviewed. Moore feels educational goals and teaching methods should reflect the communication needs experienced by the deaf adult.

Moores, D.F. "Psycholinguistics and Deafness." *American Annals of the Deaf*. 115. January 1970. pp. 37-48.

The author considers emerging concepts in psycholinguistics of deafness and relates them to the development and acquisition of language to the normally hearing child. The author looks at the stages of language development; its process; and shows the implications it should have in the teaching-learning situation of the deaf child.

Myklebust, H.R. *The Psychology of Deafness*. New York. Greene and Stratton, Inc. 1964.

Mr. Myklebust wrote this book as a textbook for courses in Audiology, Language Pathology, Deaf Education and Psychology. It gives a clear, interesting picture of the nature of deafness and its ramifications on the entire person. The results of years of research in the area of language are extremely pertinent to those interested in communicating with deaf individuals.

Newman, Lawrence. "Total Communication." *Deaf American*. 24. December 1971. pp. 19-20.

Newman lauds total communication for its basic premise on belief in the individual child, the flexibility inherent in its philosophy, and the immediacy of its positive results when initiated with the deaf preschooler.

Nix, G.W. "Total Communication: A Review of the Studies Offered in Its Support." *Volta Review*. 77. November 1975. pp. 470-494.

This article surveys the seventeen most widely quoted studies in support of total communication. Each study is summarized and evaluated. Nix draws several general observations and concludes with the attitude that a panacea is not the goal of today's education, but the provision of the "best" educational alternatives is a goal.

O'Rourke, T.A., ed. *Psycholinguistics and Total Communication: The State of the Art*. American Annals of the Deaf. 1972.

A compilation of papers presented at a Special Study Institute at Western Maryland College. The institute covered topics ranging from language learning in general, to the study of sign language, in particular.

Sallop, M. "Language Acquisition: Pantomime and Gesture to Signed English." In *Sign Language Studies* 3, pp. 29-38. Edited by William C. Stokoe. Hague, Netherlands. Mouton Publishing. 1973.

Sallop, a teacher of the deaf, summarizes his linguistic approach to language acquisition and describes levels of language competence as correlating to levels of signing efficiency.

Sanderson, Robert G. "A Humanistic Approach to the Education of Deaf Children: Total Communication." *Deaf American*. 30. October 1977. pp. 9-10.

A paper presented to the Utah State Board of Education in support of Total Communication as a choice for the education of deaf children.

Schowe, B. "What Is the True Sign Language?" *Deaf American*. 28. September 1975. pp. 3-4.

Schowe views the true sign language from its quality of universality of scope and unrelatedness to any other written or spoken language. According to him, authentically, the true sign language is an established code of gestures used to convey ideas. He believes that only the gestures of American Indian sign talk meet these requirements.

Schreiber, Frederick. "Total Communication-As the Adults See It." *Deaf American*. 27. February 1975. pp. 28-30.

The author gives his opinion of the total communication philosophy from the standpoint of a post-lingually deafened adult. It is his belief that deaf people need to be given all available forms of receptive communication for the purpose of developing language competence.

Siger, Leonard. "Gestures, the Sign Language and Human Communication." *American Annals of the Deaf*. 113. January 1968. pp. 11-28.

The article reviews visual communication over its long period of historical development from its basic role in behavior forms to its survival today in sign language as used in the dramatic arts of the deaf.

Siple, Patricia. *Understanding Language Through Sign Language Research*. New York. Academic Press, Inc. 1978.

A most recent collection of investigations, studies and research in the area of deaf education by renowned contributors such as Ursula Bellugi, Harry Hoemann, Katherine Warren and others. Each contributor explores certain aspects of American Sign Language used by most deaf adults in the United States and parts of Canada. These findings are topics of interest to educators, counselors and those involved in providing services for deaf people.

Stokoe, W.C. *The Study of Sign Language*. Silver Spring, Maryland. The National Association of the Deaf. 1971. (No longer in print; original available from ERIC Document Reproduction Center.)

The author explains the nature of sign language and how it relates to English and its importance in the intellectual development of the deaf child. He relates his study to practical applications in the classroom. This study is a linguistic analysis written for those with some linguistic background.

_____. "The Use of Sign Language in Teaching English." *American Annals of the Deaf*. 120. August 1975. pp. 417-421.

Stokoe reviews four experiments in using American Sign Language to teach English. This in-depth study points out the difference between Sign Language and visible signs used as the equivalent of words. Stokoe cites references from De l'Epée (1776) and his successor Sicard (1808) and refers to them as leading language scientists.

Stuckless, R.E., & Birch, J.W. "The Influence of Early Manual Communication on the Linguistic Development of Deaf Children." *American Annals of the Deaf*. 111. March 1966; pp. 452-460 and May 1966. pp. 499-504.

A study of the effects of manual communication learned by some deaf children before entering school. The influence of early manual communication on the subsequent acquisition of speech, speechreading, reading, written language, and psychological adjustment is presented.

Tomlinsen-Keasey, C. & Kelly, R. "The Development of Thought Processes in Deaf Children." *American Annals of the Deaf*. 119. December 1974. pp. 693-700.

The authors look at deaf children's thought development paralleled to Piaget's cognitive theory. The position is held that thought develops independently of language initially in terms of function. A model of the development of thought in deaf children is presented.

Vernon, McCay. "Early Manual Communication and Deaf Children's Achievement." *American Annals of the Deaf*. 115. September 1970. pp. 527-536.

The article presents a study that controls the variable of etiology in deafness and compares deaf students exposed to manual communication early in life with those exposed to oral communication alone. The dependent variables were academic achievement, communication skills, and psychological adjustment. The findings supported the value of early exposure to manual communication.

_____. "Mind Over Mouth: A Rationale for Total Communication." *Volta Review*. 74. December 1972. pp. 529-540.

Vernon deals with the controversy of manual communications vs. oral communications and teachers may study results, all of which point to the value of total communication and lack of evidence supporting the oral approach alone.

White, A.H. & Stevenson V.M. "The Effects of Total Communication, Manual Communication, Oral Communication, and Reading on the Learning of Factual Information in Residential Schools of Deaf Children." *American Annals of the Deaf*. 120. February 1975. pp. 48-57.

This study showed that deaf students can assimilate more information through methods which use some kind of manual component. It supports the use of Total Communication and manual communication.